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EDUCATION AND YOUTH OVERVIEW

As Minister for Education and Youth Affairs you are responsible for:

- Government and non-government schools
- Schools education
- Home Education
- Board of Senior Secondary Studies
- Teacher Quality Institute

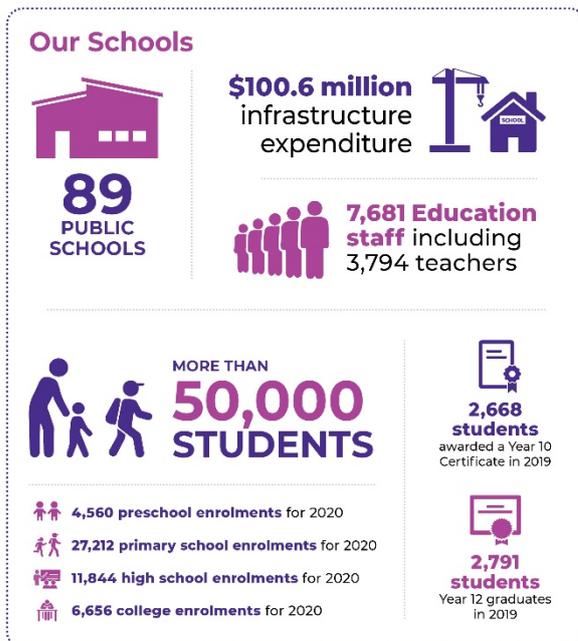
These portfolio responsibilities are administered through the **Education Directorate**.

The *Education Act 2004* applies the principle that every child has the right to receive a high-quality education and acknowledges the right of parents to choose a suitable education environment.

Canberra schools provide inclusive, accessible, and high-quality education across all sectors.

Education Directorate

Fast Facts



Non-Government education sector

Fast Facts



Where are our public schools?

Note:
Jervis Bay School is included
in the North/Gungahlin
Network.



BELCONNEN NETWORK

- 1 Early childhood school
- 15 Primary schools
- 2 Combined schools
- 3 High schools
- 2 Colleges
- 1 Specialist school

NORTH/GUNGAHLIN NETWORK

- 2 Early childhood schools
- 11 Primary schools
- 3 Combined schools
- 2 High schools
- 2 Colleges
- 1 Specialist school

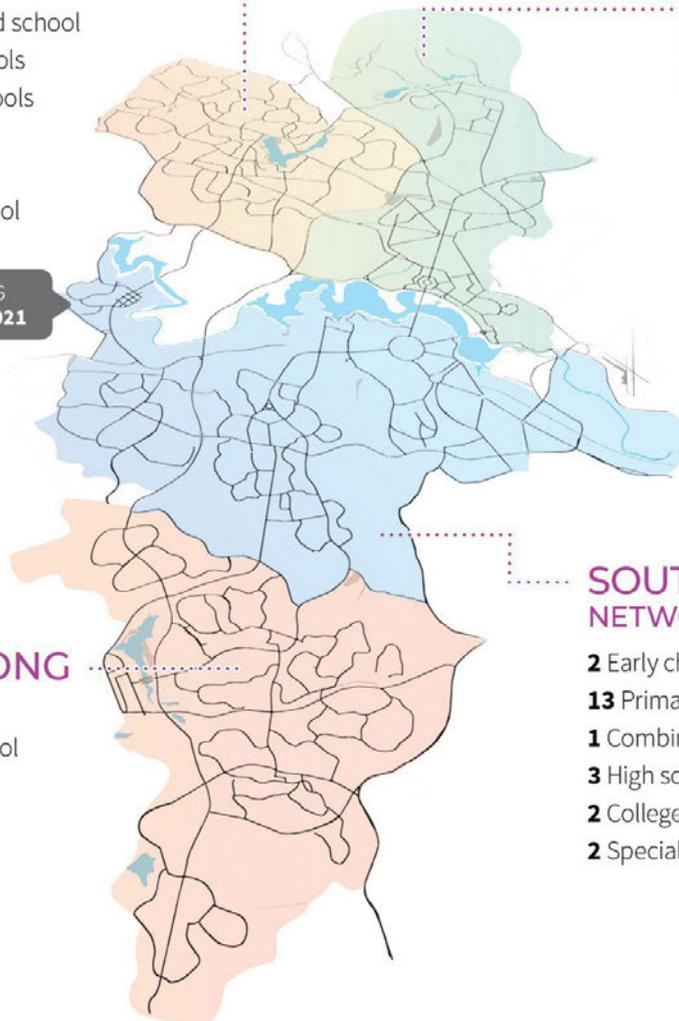
New P-6
school: 2021

SOUTH/WESTON NETWORK

- 2 Early childhood schools
- 13 Primary schools
- 1 Combined school
- 3 High schools
- 2 Colleges
- 2 Specialist schools

TUGGERANONG NETWORK

- 1 Early childhood school
- 12 Primary schools
- 3 Combined schools
- 2 High schools
- 2 Colleges



DELIVERING ON YOUR PRIORITIES

You have committed to the *Future of Education* – an inclusive, equitable and high-quality education system that recognises the rights of every child and young person to learn and benefit from the life opportunities that education brings. You have acknowledged that every child’s learning journey starts at birth and is influenced by a range of factors that should not be a barrier to learning.

Regardless of background, or individual differences, all children and young people should be supported to reach their full potential in a supportive and welcoming school community.

Choices and pathways from school will be supported through both Education and Community Services Directorates.

You have committed to learning pathways that set children and young people up for success as adults, including through a focus on inclusion, wellbeing, personalisation, and community partnerships. You have also committed to empowering teachers to design learning around the needs and aspirations of each child and young person and recognise the critical role that teachers play in achieving educational outcomes from early childhood through to senior secondary studies and beyond.

The significant investment in school upgrades and new schools that form part of the ACT Government election commitments will support broader policy objectives – specifically around climate change and economic recovery – while ensuring ACT Public School students have access to modern facilities that encourage learning and belonging within inclusive school environments. This also includes your election commitments to increase the number of teachers and school support staff to meet the needs of a growing community.

EARLY CHILDHOOD DEVELOPMENT OVERVIEW

As Minister for Early Childhood Development you are responsible for:

- Early childhood development and education, including:
 - early childhood education and care regulated services;
 - preschool programs; and
 - Koori preschool programs.

These portfolio responsibilities are administered through the **Education Directorate**.

Set up for Success: ACT Early Childhood Strategy

We will support you to deliver your priorities through the implementation of the *Set up for Success: ACT Early Childhood Strategy*.

Quality early childhood education has the power to bridge inequities and ensure all children get the best start to life. Your commitment to early childhood education is outlined in *Set up for Success: ACT Early Childhood Strategy*, a commitment that acknowledges that every child has a story and that by working together for children, the Government and community partners can ensure a fair start for every child.

This includes continuing to roll out free quality early childhood education for 3-year-olds with a commitment to one day a week for all 3-year-olds during the tenth assembly. This commitment complements and leverages the full range of early childhood initiatives outlined in *Set up for Success: ACT Early Childhood Strategy*.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Teacher Librarian Scholarships

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	222	222	222	222	888
Net Expenses	222	222	222	222	888

Initiative description

The Government will provide funding for a Master of Education (teacher librarian) scholarships. This initiative will support 10 full-time scholarships per year until 2024. The scholarships will help support future growth in the number of teacher librarians.

Election Commitment / Parliamentary Agreement details

This initiative is supported by a 2020 Election commitment.

Key deliverables and timetable

Teacher librarian scholarships are being made available to ACT public school teachers from early 2021.

An application process has been developed to align with other teacher scholarship programs already available to assist with professional learning and development for ACT public school teachers. An initial round of applications for the Master of Education (teacher librarian) is anticipated to close in late February.

A maximum of \$22,000.00 will be allowed for each successful applicant to study for a Master of Education (teacher librarian) through an accredited university. Teachers will be able to choose their educational institution in accordance with the scholarship guidelines. A maximum of 10 scholarship places will be awarded per year, over a four year period.

Previous Funding Provided / Project development details

This commitment supports the election commitment to recruitment of an additional 25 teacher librarians by the end of this term of Government. These scholarships will assist in building the appropriate capability within our teaching workforce.

There are currently 33 full time teacher librarians across our schools. The commitment to scholarships and to increasing teacher librarians will assist in ensuring more schools have access to these important resources.

Teacher librarians play a crucial role in a school and can be used in many different ways, in supporting research, improving literacy and in supporting digital skills. Schools have flexibility to best utilise these skills and tailoring support to meet the needs of the school and individual students.

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 Cleared for public release by: Director-General Ext: 59158
 Contact Officer name: Lynette Daily Ext: 52685
 Lead Directorate: Education
 TRIM Ref: FILE2021/565

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Office of the Coordinator General for the Whole of Government (Non-Health Response to COVID-19)

2020-21 Budget Policy Decision

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	-153	-	-	-	-153
Net Expenses	-153	-	-	-	-153

Initiative description

The Government has established the Office of Coordinator-General for whole of government (non-health) response to COVID-19 to assist in coordinating non-health related processes and actions in response to the COVID-19 emergency. The cost of this initiative will be met by all Directorates.

Election Commitment / Parliamentary Agreement details

Not applicable.

Key deliverables and timetable

The Directorate does not have any key deliverables or timeframes associated with this initiative. This is the Directorate's contribution to the whole of government COVID function. All ACT Government Directorates support and benefit from the Office of the Coordinator General, which ensures coordination of the COVID response for the benefit of ACT residents.

Previous Funding Provided / Project development details

Not applicable.

See **01.03.** COVID-19 Public Health Response, **01.10.** Continuing Government Services – Compensating for Loss of Own-Source Revenue due to COVID-19 and **01.19.** Response to COVID 19 - Investment and Expenditure for related information.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

COVID-19 Public Health Response

2020-21 Budget Policy Decision

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	2,081	-	-	-	2,081
Offset	-1,551	-	-	-	-1,551
Net Expenses	530	-	-	-	530

Note: The Commonwealth Government are providing financial assistance of up to \$2.082 million in 2020-21 for this initiative through the current COVID National Partnership Agreement.

Initiative description

The Government will continue to support the COVID-19 response through the next phase of the pandemic in the coming 12 months. This initiative will continue to support a whole of government response to the health emergency, and will assist in minimising the risk associated with COVID-19 transmission in the ACT.

For the Education Directorate, this initiative will provide additional cleaning services in ACT public schools, including the provision of additional cleaning supplies, such as hand sanitiser. The increased cleaning services and supplies will ensure that recommendations made by the Chief Health Officer in relation to cleaning of Education Directorate facilities are met, and that students, staff and other users of the facilities (such as hirers of school facilities) are kept safe.

An offset of \$1.551 million is required to be achieved by the Directorate. The offset was a budget decision of government. The offset will be factored into the Directorate's 2020-21 budget.

Election Commitment / Parliamentary Agreement details

Not applicable.

Key deliverables and timetable

One-year funding only. The additional funding provided by Government will allow for an additional four hours of day cleaning per day per school, which is consistent with current recommendations made by the Chief Health Officer and will be implemented from the commencement of Term 1 2021. Funding is available for 2020-21 only, and the requirement for the addition cleaning services will be re-assessed in Term 2 2021 based on recommendations from the Chief Health Officer, with any additional funding required to be sought through the 2021-22 Budget.

Previous Funding Provided / Project development details

Not applicable.

Key Information

\$7.7m relating to Jobs for Canberrans program, which provided funding for up to 90 School maintenance and repairs officers, and along with funding for up to 140 School Cleaning staff to conduct enhanced cleaning during school operational hours.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Early Childhood Development

Deputy Chief Minister

ACT Early Childhood Strategy – Building on the 2019-20 Foundation

2020-21 Budget Policy Decision

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Second Appropriation					
Expenses	980	1,661	1,734	1,806	6,181
Offset – Expenses – Provision	-980	-1,661	-1,734	-1,806	-6,181
2020-21 Budget Policy Decision					
Expense	402	817	842	867	2,928
Offset – Expenses	-402	-817	-842	-867	-2,928
Net Expenses	-	-	-	-	-

Initiative description

The Government will increase the number of 3 year-old preschool places offered to 500 (this is the second appropriation funding) and the number of weeks offered to priority families accessing early childhood for three-year olds, from 40 to 48 weeks per year (budget policy decision). This increase will align with the annual operating period of most ACT early childhood education and care providers.

The expansion will be funded through the reinvestment of funds associated with the *National Schools Reform Agreement*.

Election Commitment / Parliamentary Agreement details

Yes – This initiative continues to support the ACT Government’s ongoing commitments to develop an ACT Early Childhood Strategy per election commitment EC LAB 023.

Key deliverables and timetable

Evaluation of the implementation of the first phase of the three year-old initiative is currently underway. This is an ongoing initiative to deliver three year old preschool in the ACT.

Previous Funding Provided / Project development details

This budget proposal builds on the 2019-20 initiative to deliver the quality early childhood education for three year-olds initiative, as a part of the ACT Early Childhood Strategy (EC LAB 030 (CAB16/39)), including increasing the number of places for priority children to 500, providing community coordinator positions to support warm referrals for priority families, and supporting education and care services to embed quality educational programs and practice.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Schools for our Growing City – North Gungahlin Primary School

2020-21 Budget Policy Decision

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	-	NFP	NFP	NFP	NFP	NFP
Net Capital	-	NFP	NFP	NFP	NFP	NFP
Depreciation	-	-	-	-	-	-
Associated Expenses	-	1,000	-	-	-	-
Total Expenses	-	1,000	-	-	-	-

NFP – Not for Publication to ensure competitive tender processes.

Initiative description

The Government will fund the expansion of Margaret Hendry School to accommodate expected future enrolment growth in the North Gungahlin area.

The capital cost of this initiative has been withheld in order to secure value for money when the Government approaches the market.

The associated expenses will provide for master planning and tender-ready design work for the site including due diligence. The work will commence in 2021, for completion and delivery ready for the 2023 school year.

Election Commitment / Parliamentary Agreement details

Yes – the new school is a 2020 Election commitment and is included in the Parliamentary Agreement.

Key deliverables and timetable

Construction on the new school will commence in the 2021-22 financial year with the school to open for the 2023 school year.

The project will provide permanent expansion of Margaret Hendry School for up to 600 students.

Previous Funding Provided / Project development details

Not Applicable.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Schools for our Growing City – North Gungahlin High School

2020-21 Budget Policy Decision

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	-	NFP	NFP	NFP	NFP	NFP
Net Capital	-	NFP	NFP	NFP	NFP	NFP
Depreciation	-	-	-	-	-	-
Associated Expenses	-	2,000	-	-	-	-
Total Expenses	-	2,000	-	-	-	-

NFP – Not for Publication to ensure competitive tender processes.

Initiative description (as per budget papers)

The Government will commence works in preparation for a new high school in Taylor. The initial funding will provide for site investigations, master planning and tender-ready design works to be undertaken in 2021 to deliver the high school by 2024.

The new high school will provide **800 permanent places** (and potential for up to 1,000 places) for **Year 7 to Year 10** and provide additional enrolment capacity in the North Gungahlin region.

The capital cost of this initiative has been withheld in order to secure value for money when the Government approaches the market.

Election Commitment / Parliamentary Agreement details

Yes – the new school is a 2020 Election commitment and is included in the Parliamentary Agreement.

Key deliverables and timetable

Construction on the new school **will commence in the 2022-23** financial year with the school to **open for the 2024** school year.

Previous Funding Provided / Project development details

Not Applicable.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Schools for our Growing City – Kenny High School

2020-21 Budget Policy Decision

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	1,500	33,674	46,726	4,000	85,900
Depreciation	-	-	859	1,718	2,577
Associated Expenses	-	195	3,565	4,034	7,794
Net Expenses	-	195	4,424	5,752	10,371

Note – the expense funding provides for the operational costs of the school including core staffing, cleaning and other operational costs.

Initiative description (as per budget papers)

The Government will design and construct a **new Year 7 to 10 high school** in the suburb of Kenny (East Gungahlin). The school will be completed at the end of 2022, in readiness for the school **opening at the start of the 2023** school year. The school will have an initial capacity of 800 student places, with the potential to expand the capacity to 1,000 students.

Note – funding was received for this initiative through the 2019-20 2nd Appropriation and the 2020-21 Budget. The table at the bottom of the details the breakdown.

Election Commitment / Parliamentary Agreement details

Yes – the Parliamentary Agreement identifies construction will commence on a new high school in Kenny.

Key deliverables and timetable

The school is scheduled to open for the start of the of the 2023 school year. Construction will be undertaken from 2021 to 2023.

Previous Funding Provided / Project development details

Additional **recurrent funding of \$0.5 million** was provided to the Education Directorate through the 2019-20 Budget for feasibility and design work associated with the new school. In addition, a further **\$1.5 million was provided to the Transport Canberra and City Services Directorate** to assist with planning, infrastructure studies and concept design for associated roadworks.

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ANNUAL REPORT HEARING BRIEF

2020-21 Budget Initiative Funding

Recurrent funding (associated expenses) provides for the operational costs of the school including core staffing, cleaning and other operational costs.

The additional **capital funding of \$13.410 million** has been provided due to a change in the site and a number of other uncertainties related to the construction.

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	-	-	13,410	-	13,410
Depreciation	-	-	859	1,718	2,577
Associated Expenses	-	195	3,565	4,034	7,794
Net Expenses	-	195	4,424	5,752	10,371

2020-21 2nd Appropriation Funding

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	1,500	33,674	33,316	4,000	72,490
Depreciation	-	-	-	-	-
Associated Expenses	-	-	-	-	-
Net Expenses	-	-	-	-	-

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Supporting Vulnerable Students

Second Appropriation

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	-	2,537	-	-	-	2,537
Net Expenses	-	2,537	-	-	-	2,537

Initiative description

The Government will continue to fund supporting vulnerable students to address a range of stressors experienced by children, young people and their families.

Election Commitment / Parliamentary Agreement details

N/A.

Key deliverables and timetable

The program will be delivered in 2020-21. The program is already in place and therefore the funding will be allocated in line with the existing program structure.

Previous Funding Provided / Project development details

This initiative is partly continuing the 2019-20 Budget initiative '*Ensuring teachers and school staff are safe at work*'.

Additional information

Funding to support vulnerable students was made available from 1 July 2020.

The two funding components are:

- 1) Support for vulnerable or disengaged students:
 - a. Strengthen the Muliyan program by continuing and extending the program at the southside campus to support up to 30 students.
 - b. Establishment of an Aboriginal and Torres Strait Islander Enrichment Centre for students at risk of disengaging or disconnecting with education.
- 2) Prevention of occupational violence through the continuation of funding for two positions critical to the Education Directorate's management and mitigation of occupational violence, and support for complex case management in ACT public schools.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

More Support for Families and Inclusion – Implementing the Commonwealth Redress Scheme for Institutional Child and Sexual Abuse

2nd Appropriation

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	-	157	-	-	-	157
Net Expenses	-	157	-	-	-	157

Initiative description

This initiative is the continuation of the 2018-19 Budget initiative. As part of the Commonwealth Redress Scheme, the ACT Government will provide support to eligible survivors of abuse in Government institutions through a redress payment, counselling and psychological care, and a direct personal response. This is a cross agency initiative.

The funding for the Education Directorate supports employment of a Senior Officer Grade C to provide administrative support for this work.

Election Commitment / Parliamentary Agreement details

Not applicable.

Key deliverables and timetable

The 10-year National Redress Scheme for Institutional Child Sexual Abuse (the Scheme) commenced on 1 July 2018, and the ACT Government joined the Scheme from this date.

Previous Funding Provided / Project development details

The 2018-19 Budget provided \$2.806m over two years to the Justice and Community Safety, Community Services, Education and Health directorates for administrative costs associated with meeting the first two years of the ACT Government's obligations under the scheme.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Continuing Government Services – Compensating for Loss of Own-Source Revenue due to COVID-19

2nd Appropriation

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	1,249	-	-	-	-	1,249
Net Expenses	1,249	-	-	-	-	1,249

Initiative description

Through the second appropriation, the Government provided funding to continue government services by compensating loss of own source revenue due to the COVID-19 Pandemic. The loss of own source revenue primarily includes waiving of fees, such as hire of facilities fees and Children's Education and Care Assurance licence fees. Fees have been waived until 31 March 2021 in line with ACT Government Direction.

Principals currently have discretion to waive fees for community hirers under the current policy.

Note – this initiative was funded through the 2nd Appropriation and relates to the 2019-20 financial year. All other initiatives funded through the 2nd Appropriation provide funding in 2020-21 and/or the forward years.

Election Commitment / Parliamentary Agreement details

Not applicable.

Key deliverables and timetable

This is one-off funding to compensate the Education Directorate for the loss of own source revenue due to the COVID-19 Pandemic. There are no key deliverables associated with this initiative. Funding was available from 1 July 2019.

\$2.3m in support to the community by waiving school hire fees for community users, along with waiving of registration fees for 2020 for childcare providers.

Previous Funding Provided / Project development details

Not applicable.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Better Government – Supporting the Freedom of Information Act 2016

2nd Appropriation

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	156	-	-	-	156
Net Expenses	156	-	-	-	156

Initiative description

The Government will continue to fund sustainable capacity to support compliance with the *Freedom of Information Act 2016* and promote the objective of increased government transparency and accountability.

The funding supports employment of a Senior Officer Grade C to assist with this initiative.

Election Commitment / Parliamentary Agreement details

Not applicable.

Key deliverables and timetable

This initiative is lead by the Justice and Community Services Directorate. The initiative initially commenced in January 2018. A review was undertaken in 2018-19 to determine the ongoing requirements of this service. Building on existing funding, this initiative enables directorates to continue to meet their base obligations under the Act and fulfil this objective during 2020-21.

Structures are already in place to operate the program. Funding will be utilised for the continuation of the program in 2020-21. Consideration regarding further extension of the program will be undertaken as part of the 2021-22 budget.

Previous Funding Provided / Project development details

Initially funded through the 2017-18 Budget, this initiative builds on existing funding to enable directorates to continue to meet their base obligations under the Act and fulfil this objective during 2020-21.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Additional Teachers and Equitable Funding for all Students – Government School Enrolment Adjustment

2nd Appropriation

	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	10,432	10,744	11,066	11,399	43,641
Net Expenses	10,432	10,744	11,066	11,399	43,641

Initiative description

The Government will continue to provide equitable, consistent and sustainable resourcing for changes in student enrolments in public schools, ensuring funding is provided for growth associated with students with a disability, Aboriginal and Torres Strait Islander students and other high needs students.

This initiative provides teaching resources to meet the demand of increased students in public schools. The funding will provide for the **equivalent of around 55 FTE teachers in mainstream** schools as well as significant additional resources to assist students with high needs.

Election Commitment / Parliamentary Agreement details

Yes – this initiative links to the ACT Government 2016 Election Commitment regarding Gonski needs based funding – committing to ongoing support to meet the needs of students with disability.

Key deliverables and timetable

This is ongoing funding. The funding will be incorporated into the annual budget for schools.

Previous Funding Provided / Project development details

Yes – annual technical adjustment for enrolment growth.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Modular Learning Centres

2020-21 2nd Appropriation

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	-	17,082	-	-	-	17,082
Net Capital	-	17,082	-	-	-	17,082
Depreciation	-	854	1,708	1,708	1,708	5,978
Associated Expenses	-	-	427	854	854	2,135
Total Expenses	-	854	2,135	2,562	2,562	8,113

Initiative description

The Initiative provides for the procurement and installation of relocatable Modular Learning Centres at schools requiring additional capacity. The additional school capacity is required to meet unexpected increased enrolments from nearby residential developments and/or changing demographics in the region and/or to meet the classroom size constraints, agreed in the Enterprise Agreement for teaching staff, with the Australian Education Union.

Modular Learning Centres may also be placed at schools to minimise disruption to learning activities, whilst construction activity occurs at the school.

Under this Initiative, **13 relocatable Modular Learning Centres (equivalent to 26 classrooms)** will be provided at **11 schools** across Canberra.

The provision of Modular Learning Centres is an important way that the Directorate responds quickly and flexibly to changes in enrolment demand, to meet short-term peaks in school enrolments and medium-term transient enrolment pressures, whilst also allowing time to plan and deliver a permanent response, if sustained enrolment growth is anticipated.

The provision of the relocatable Modular Learning Centres will also reduce the need for any of the schools to reduce their curriculum offerings and will ensure the schools are able to adequately accommodate students with higher support needs. That is, schools with very high utilisation rates may be constrained in accommodating students with higher support needs.

Importantly, the provision of the Modular Learning Centres will also provide time for the Directorate to plan and deliver more permanent responses to enrolment pressures at schools across the ACT (particularly in regions of high growth), if this is required.

Election Commitment / Parliamentary Agreement details

Funding for additional temporary capacity at a range of schools was included on the Directorate's urgent and critical list of works to be undertaken.

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Key deliverables and timetable

Site investigations, scoping and design has been undertaken and procurement of the Modular Learning Centres is underway. Due to the expected surge in market demand for relocatable Modular Learning Centres across a number of other jurisdictions, that may impact availability and delivery of the Learning Centres, procurement has been progressed.

Installation of the Modular Learning Centres is planned over the remainder of the year.

To minimise the disruption to school operations, it is preferable that the Modular Learning Centres be installed during school holidays.

Previous Funding Provided / Project development details

Funding of \$8.5 million for the provision of relocatable temporary Modular Learning Centres was provided in 2019-20 and has been regularly provided in the past to:

- meet peak enrolment demand at schools, as schools are built to meet the long-term enrolment demand;
- provide accommodation for unanticipated medium-term growth in enrolments; and
- temporarily accommodate students whilst schools undergo upgrading, refurbishment and/or expansion.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

Technology Enabled Learning

2020-21 2nd Appropriation

	2019-20 \$'000	2020-21 \$'000	2021-22 \$'000	2022-23 \$'000	2023-24 \$'000	Total \$'000
Capital	-	7,286	-	-	-	7,286
Net Capital	-	7,286	-	-	-	7,286
Depreciation	-	1,214	2,429	2,429	1,214	7,286
Associated Expenses	-	-	-	-	-	-
Total Expenses	-	1,214	2,429	2,429	1,214	7,286

Initiative description

This initiative provides funding for the one year continuation of the Technology Enabled Learning Program. The initiative provides a personal device to all secondary students from year 7 to year 12.

Election Commitment / Parliamentary Agreement details

Yes – the continuation of the Technology Enabled Learning Program was a 2020 Election commitment. The original program was also an Election commitment made as part of the 2016 Election. The program is also identified in the Parliamentary Agreement.

Key deliverables and timetable

The Chromebooks will be purchased and provided to students for the commencement of the 2021 school year.

Previous Funding Provided / Project development details

Funding was provided for the first three years of this program through the 2017-18 2nd Appropriation.

In **February 2021, 3000 devices** are being provided to new secondary students in ACT public schools.

10,000 devices will be provided as part of a refresh program during the first half of the 2021 school year.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Deputy Chief Minister

North Gungahlin Investment – Amaroo School Expansion

2nd Appropriation

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	-	2,000	10,730	-	-	12,730
Net Capital	-	2,000	10,730	-	-	12,730
Depreciation	-	12	131	239	239	621
Associated Expenses	-	-	-	-	-	-
Total Expenses	-	12	131	239	239	621

Initiative description

The Initiative provides for the expansion of Amaroo School Year **7 – 10 Senior Campus** by **up to 200 places** due to the higher than expected enrolment demand for high school places in Gungahlin. In **2021 Amaroo High School is at capacity**.

The expansion will provide additional general learning and specialist learning areas, including Electronics, Robotics, Art, Dance, Drama and Food technology. The expansion of the school will also assist in improving the amenity and teaching and learning environment at the school, particularly through better aligning the functional areas for the high school and primary school areas into more discrete campuses and improving and expanding the outdoor learning and play areas.

Design and construction of the school expansion will occur over 2021 to enable the learning spaces to be available from the **commencement of the 2022 school year**.

Election Commitment / Parliamentary Agreement details

Expansion of Amaroo School Senior Campus was included on the Directorate's urgent and critical list of projects to be undertaken in 2020-21 due to enrolments exceeding capacity in 2021. The expansion of high school capacity in Gungahlin is outlined as a key investment priority in the Infrastructure Plan and is an important part of the Government's commitment to ensuring students in our community have access to school places within their Priority Enrolment Area.

Key deliverables and timetable

Design and construction will commence in early 2020-21, with construction to be completed in December 2021 to enable the additional learning spaces to be ready for use by the commencement of the 2022 school year.

Previous Funding Provided / Project development details

Not applicable.

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Local Schools Community Fund (Commonwealth)

Talking points:

- Through the Local Schools Community Fund (the Fund), almost \$600,000 funding was provided to ACT schools for small scale projects.
- The funded projects included
 - purchase of tools and equipment for use in technology and STEM classes;
 - construction of sensory learning spaces and other infrastructure projects; and
 - installation of air conditioning.

Key Information

- All ACT schools received \$598,404 in grants through the Fund allocated to 44 schools as per the table below.

Sector	No. Schools	Grant
Government	30	\$405,620
Independent	6	\$90,584
Catholic	8	\$102,200
Total	44	\$598,404

- A detailed breakdown of the government school projects is provided in **Attachment A** below including the work undertaken and the value of the grant provided.

Background Information

- The Commonwealth Government allocated \$30.2 million to the Fund in 2019-20.
- The Fund was an application based process open to all eligible schools (government, Catholic and independent) designed to benefit all students and their school by contributing to small scale projects and associated costs at the school level.
- The application period for the Fund was 25 July 2019 to 30 September 2019.
- This was a one off offering from the Commonwealth, no announcement about the continuation of this has been made into 2021.

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ATTACHMENT A

School Name	Funding Sought	Estimated total project cost	Recommendation	Approved project description	Funding Approved
Lyneham High School	\$ 20,000	\$ 12,000	Suitable and recommended with revised funding amount	Purchase of tools and equipment for use in technology and STEM classes	\$10,000
Jervis Bay School	\$ 6,000	\$ 16,000	Suitable and recommended for funding	Funding contribution for excursions to the University of Wollongong and a three day trip to Canberra	\$16,000
Alfred Deakin High School	\$ 5,000	\$ 15,000	Suitable and recommended with revised funding amount	Construction and furnishing of a kitchenette including an oven, microwave, toaster and fridge	\$10,000
Campbell High School	\$ 20,000	\$ 60,000	Suitable and recommended with revised funding amount	Construction of an outdoor learning space including a sensory garden and yarning circle	\$15,000
North Ainslie Primary School	\$ 20,000	\$ 30,000	Suitable and recommended with revised funding amount	Construction of an outdoor classroom, including a mural, bench seating and a nearby indigenous garden	\$15,000
Aranda Primary School	\$ 20,000	\$ 20,000	Suitable and recommended with revised funding amount	Construction of a sensory garden	\$15,000
Belconnen High School	\$ 20,000	\$ 30,000	Suitable and recommended with revised funding amount	Purchase and installation of sound and lighting in the hall including Allen and Heath Qu-16 Digital Mixer, Allen and Heath Portable Audio Rack, Ethernet Spool, XLR Cabling in various lengths, Jands Stage CL Lighting Console and DMX Splitter	\$10,000

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School Name	Funding Sought	Estimated total project cost	Recommendation	Approved project description	Funding Approved
Macquarie Primary School	\$ 20,000	\$ 100,000	Suitable and recommended with revised funding amount	Construction of an adventure playground featuring climbing, balancing and sensory experiences	\$15,000
Macgregor Primary School	\$ 20,000	\$ 37,000	Suitable and recommended for funding	Construction of a musical sensory garden, including free standing musical instruments	\$20,000
Mount Rogers Primary School	\$ 20,000	\$ 45,000	Suitable and recommended with revised funding amount	Construction of a tree house and associated play spaces	\$6,200
Evatt Primary School	\$ 8,000	\$8,000	Suitable and recommended with revised funding amount	Purchase and installation of 16 sound board sensory clouds on the kindergarten room's ceiling	\$6,200
University of Canberra High School Kaleen	\$ 20,000	\$ 60,000	Suitable and recommended with revised funding amount	Master-planning for expansion to accommodate increasing enrolments	\$15,000
Miles Franklin Primary School	\$ 20,000	\$ 77,323	Suitable and recommended for funding	Refurbishment of a former health centre into a multi-purpose space for school use	\$20,000
Wanniassa School	\$ 20,000	\$ 30,000	Suitable and recommended for funding	Development of an outdoor fitness centre	\$20,000
Gowrie Primary School	\$ 20,000	\$ 25,000	Suitable and recommended with revised funding amount	Purchase and installation of shade sail and synthetic grass	\$10,000
University of Canberra Senior Secondary College Lake Ginninderra	\$ 18,000	\$ 32,000	Suitable and recommended for funding	Purchase of a hospitality food and beverage trailer	\$18,000
Calwell Primary School	\$ 20,000	\$ 50,000	Suitable and recommended for funding	Purchase and installation of air-conditioning in the school hall	\$20,000

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School Name	Funding Sought	Estimated total project cost	Recommendation	Approved project description	Funding Approved
Arawang Primary School	\$ 13,600	\$ 13,600	Suitable and recommended for funding	Construction of a roofed shade structure in the courtyard adjacent to the indigenous garden	\$13,600
Palmerston District Primary School	\$ 20,000	\$ 18,800	Suitable and recommended with revised funding amount	Supply and installation of two storage cabinets in wet areas to convert Pods 1 and 2 into flexible learning spaces	\$9,412
Black Mountain School	\$ 20,000	\$ 48,464	Suitable and recommended with revised funding amount	Refurbishment of garden centre including demolition of existing area and installation of irrigation, shade structures, paving, plant stands and garden beds	\$15,000
Charles Conder Primary School	\$ 13,348	\$ 13,348	Suitable and recommended for funding	Refurbishment of community hub kitchen	\$13,348
Curtin Primary School	\$ 20,000	\$ 38,700	Suitable and recommended with revised funding amount	Construction of a sensory calming space for senior students	\$15,000
Theodore Primary School	\$ 20,000	\$ 23,305	Suitable and recommended for funding	Purchase of 20 bikes, 20 helmets and associated storage shed	\$20,000
The Woden School	\$ 8,201	\$ 9,741	Suitable and recommended with revised funding amount	Purchase of Emblaser 2 diode laser and filter system	\$4,000
Malkara School	\$ 20,000	\$ 50,000	Suitable and recommended with revised funding amount	Refurbishment of existing kitchen, including removal of asbestos and the installation of a shopfront window, dividing wall, doorway, joinery and kitchen equipment	\$15,000

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School Name	Funding Sought	Estimated total project cost	Recommendation	Approved project description	Funding Approved
Ngunnawal Primary School	\$ 20,000	\$ 30,000	Suitable and recommended with revised funding amount	Construction of indigenous gardens and outdoor learning spaces	\$6,200
Cranleigh School	\$13,000	\$ 16,320	Suitable and recommended for funding	Construction of fencing around and safe path to playground	\$13,000
Amaroo School	\$ 18,860	\$ 18,860	Suitable and recommended for funding	Construction of a shade structure over playground equipment, yarning circle and outdoor library	\$18,860
Franklin Early Childhood School	\$ 1,000	\$ 1,000	Suitable and recommended for funding	Purchase of portable shade structures	\$1,000
Margaret Hendry School	\$ 19,800	\$ 19,800	Suitable and recommended for funding	Construction of an outdoor play space with boulders, logs and rocks and areas for loose parts play	\$19,800
Total	\$ 504,809	\$ 949,261			\$ 405,620

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ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Commonwealth Schooling Resource Standard

Talking points:

- **ACT Government funding** to all public and non-government schools is **at or above** the minimum required levels of **80 percent and 20 percent** of the schooling resource standard (SRS) respectively.
- **The Commonwealth** is transitioning funding to **ACT public schools up to 20 percent** of the SRS by **2023**.
- **Commonwealth funding to non-government** schools currently funded **below** 80 percent of the SRS will transition **up to 80 percent** by **2023**.
- **Commonwealth funding to non-government** schools currently funded **above** 80 percent of the SRS will transition **down to 80 percent** by **2029**.

Key Information

Public Schools

- Commonwealth funding to ACT public schools is currently below the minimum required amount of 20 percent of the SRS. The **Commonwealth Government** will transition funding to ACT public schools up to 20 percent of the Schooling Resource Standard (SRS) by 2023. In 2021 funding is estimated to be **18.7 percent** of the SRS.
- **ACT Government** funding to public schools is currently above the minimum required level of 80 percent of the SRS. For **2019**, the most recent available data, ACT funding to public schools was **87.48 percent** of the SRS.

Non-Government schools

- The Commonwealth is transitioning non-government schools that are funded below 80 percent of the SRS up to 80 percent by 2023. For non-government schools funded above 80 percent of the SRS, the Commonwealth will transition these schools down to 80 percent of the SRS by 2029.
- The ACT Government is transitioning all non-government schools to 20 percent of the Commonwealth Schooling Resource Standard by 2023.

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- The table below provides details of non-government schools transition to 20 percent of the SRS by sector. **This information is not publicly available.**

School	Proportion of Schooling Resource Standard			
	2020	2021	2022	2023
Catholic Systemic Schools				
Independent Schools				

All Schools

- This transition path for both sectors aligns with the *Commonwealth Education Act 2013* and the Bilateral Agreement between the ACT and Commonwealth Governments' signed in December 2018.
- ACT Government contributions to public and non-government schools is reviewed each year through the Section 22A compliance report.

Background Information

- In December 2018 the ACT Government signed a bilateral agreement around schools funding and reform principles with the Commonwealth.
- The bilateral agreement makes a commitment to transition government schools to their share of Commonwealth funding under the Schooling Resource Standard (SRS) by 2023 with non-government schools transitioned by 2029. This provides long term certainty for schools surrounding Commonwealth and Territory funding arrangements.
- The Commonwealth's funding to ACT public schools is currently lower than 20 per cent of the SRS baseline. However, as they are a minor funding provider to this sector, the anticipated annual increases to this sector are relatively small.
- The Commonwealth's funding for most ACT non-government schools is currently higher than 80 per cent of the SRS baseline for most schools. This position is due to historical funding arrangements and the removal of special arrangements for the calculation of some ACT non-government schools, capacity, most notably the ACT Catholic Systemic Schools.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

STUDENT RESOURCE ALLOCATION (SRA)

Talking points:

- The Education Directorate has made significant progress towards the full implementation of a student needs-based school funding model.
 - The funding program for Students with Disability is currently under review for future implementation.
- The SRA directs resources to those public schools where it is most needed, based on a fairer allocation of funding for student need.
- Canberra public schools are among the best resourced in the country, with the ACT ranked second, behind the Northern Territory, for dollars spent per student.
- The SRA allocates funding to Canberra public schools based on student need.

Key Information

- In 2020, schools were allocated around \$484.6m through their projected SRA statements. This funding excludes the direct school's programs¹, corporate and employee oncosts that are managed through the Education Support Office.

SRA Programs	2020 (\$'m)
Core Allocation	339.1
Low Socio-Economic Status	11.6
English As an Additional Language or Dialect	9.5
Students with a Disability	59.3
Cultural Integrity	0.7
Continuum of Educational Support	5.7
School Operational Allocation	29.9
Preschools	25.5
Other ¹	3.3
Total	484.6

1. Includes Student Support and School Equity, Transition and Careers and Other Staffing Allocation.

¹ There are direct school programs managed by ESO. These are psychologists, allied health officer, itinerant visions and hearing staff etc.

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- The SRA funding model is structured around three broad categories:
 - Core Funding which includes per student funding, base funding, and adjustments for stages of schooling;
 - Loadings to address needs of key groups; Students with Disability, Students with English as an Additional Language or Dialect and Students with low Socio-Economic Status.
 - Other allocations include Schools Operational Allocation, Continuum of Educational Support, Transition and Career Support, Cultural Integrity etc.

Background Information

- The SRA is one component of the broader reform agenda set in the Australian Government Review of Funding for Schooling Final Report December 2011.
- Recommendation 8 refers to the development and implementation of a new funding model for schools based on, amongst others, the principles of funding in response to need, driving broader school reform, transparency and clarity, value for money and accountability.
- The ACT Government signed a National Education Reform Agreement (NERA) with the Australian Government in response to the Gonski Review on 30 May 2013.

ANNUAL REPORT HEARING BRIEF

Portfolio: Education and Youth Affairs

Response to COVID-19 – 2019-20 expenditure and 2020-21 Projections

Talking points:

- The Government has provided over \$29 million to ACT public schools and the community since the beginning of the COVID-19 Pandemic.
- The investments and additional expenditure made by the Education Directorate have kept students and teachers in ACT public schools safe, while enabling the continuation of learning activities through the lockdown period, and the transition back to school once it was deemed safe to return.
- The additional support has also allowed for job security and stimulating economic activity through initiatives such as the screwdriver ready program and the Jobs for Canberrans program
- Through additional resourcing provided by Government through budget initiatives such as the whole of government COVID-19 Public Health response which provides additional day cleaning in schools, the Directorate will continue to support students and teachers in the school environment and keep them safe.

Key Information

- Since the beginning of the response to the pandemic, the Education Directorate spent over \$29 million dollars in response to the management of the COVID-19 pandemic.
- These investments have included:
 - an additional investment of \$7.5 million relating to ‘screwdriver’ ready projects that provided improved facilities for schools and supported local construction and maintenance contractors and associated businesses within the ACT;
 - \$7.7m relating to Jobs for Canberrans program, which provided funding for up to 90 School maintenance and repairs officers, and along with funding for up to 140 School Cleaning staff to conduct enhanced cleaning during school operational hour
 - \$0.6m to provide additional devices to students and providing Wi-Fi connectivity to vulnerable and low-income families.
 - \$6.8m relating to the extension of 69 staff on temporary contracts and supporting 579 individual vulnerable casual school-based staff who were unable to attend work due to health concerns.
 - \$2.3m in support to the community by waiving school hire fees for community users, along with waiving of registration fees for 2020 for childcare providers.

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- \$1.8m in additional cleaning supplies and overtime for cleaners to ensure required hygiene standards were maintained in school environments
- \$1.2m relating to the Safe Supervised sites that were established in select schools during the lockdown period to allow for supervision of children of essential workers.
- In relation the remainder of 2020-21:
 - The Directorate has additional funding of \$0.53m to continue day cleaning activities, in line with advice from the Chief Health officer.
 - The Directorate will continue to seek access through the COVID National partnership agree for reimbursement of 50% of additional cleaning costs, for the duration for the agreement.
 - Wavier of fees for community use of Education Directorate facilities will cease from 1 April 2021 in line with whole of government policy.

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Portfolio/s: Education and Youth Affairs

Aboriginal and Torres Strait Islander Procurement Policy

Talking points:

- The Directorate achieved well above the target of 1%, or \$1.68 million of addressable spend with Aboriginal and Torres Strait Islander entities for 2019-20, spending \$7.6 million.
- This represents 4.54% of the Directorate's addressable spend. The addressable spend was calculated based on the 2019-20 Budget expenditure for the Directorate's Capital Works program (\$96.8 million) and Supplies and Services (\$71.2 million), totalling \$168.0 million.
- The Directorate engaged with three entities in contracts above \$200,000 across five projects.
- The Directorate is on track to meet the target of 1.5%, or \$3.45 million, of addressable spend this year. To date the Directorate has spent \$1.88 million.
- The addressable spend for 2020-21 totalling \$230.0 million comprises budget allocations for the Directorate's Capital Works program (\$150.9 million) and Supplies and Services (\$79.1 million)

Key Information

- 2019-20 – The Directorate contracted the following Aboriginal or Torres Strait Islander entities:

Contractor	Description
Chemworks	School Cleaning products
Rork Consutuction	Amaroo internal modifications
	Florey Primary School acoustic upgrade
Projex P/L	Neville Bonner Primary School permanent expansion
	Hawker College and Melba Copland heating and cooling upgrades

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- Aboriginal and Torres Strait Islander Procurement Policy performance measure reporting for 2019-20:

Performance Measure	Result
The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to the reporting entity's tender and quotation opportunities that were issued from the Approved Systems	The number of Aboriginal and Torres Strait Islander Enterprises that were engaged 8
The number of unique Aboriginal and Torres Strait Islander Enterprises attributed a value of addressable spend in the financial year	\$7.630 million
Percentage of the financial year's addressable spend which is spent with Aboriginal and Torres Strait Islander Enterprises	4.54%

- The Directorate has a target of 1.5% or \$3.45 million for 2020-21. The Directorate has conducted the following procurements (to date):

Contractor	Description	2020-21 YTD February
MurriMatters Pty Ltd	Training	\$13,100
Rork Consutuction	Capital upgrades	\$252,427
Chemworks	Cleaning services	\$278,166
Projex P/L	Capital upgrades	\$1,345,106

Background Information

- The Aboriginal and Torres Strait Islander Procurement Policy (ATSIPP) was launched on 31 May 2019, with the 2019-20 FY being the first reporting year.
- The ACT Government's aim for the ATSIPP is to support the objectives of the ACT Aboriginal and Torres Strait Islander Agreement 2019-2028. The Agreement includes the focus area of employment and economic participation for Aboriginal and Torres Strait Islander peoples in the Canberra Region.
- The ACT Government has identified two target areas that offer the greatest opportunity for Aboriginal and Torres Strait Islander enterprises:
 - opportunities that Aboriginal and Torres Strait Islander small to medium enterprises (SMEs) have the capacity and capability to deliver individually; and
 - opportunities for Aboriginal and Torres Strait Islander enterprises as sub-contractors on large projects.
- Each Territory Entity is required to identify and act upon opportunities for Aboriginal and Torres Strait Islander enterprises in its procurement activities.

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5. The ATSIPP encourages Territory officers to seek quotes from relevant Aboriginal and Torres Strait Islander enterprises wherever possible, driving growth in economic participation for Aboriginal and Torres Strait Islander enterprises through and increase to the Government's spend with these organisations.

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Portfolio/s: Education and Youth Affairs

Annual Report and Notifiable Contracts

Talking points:

- In 2019-20, the Directorate conducted 250 procurements for projects to be delivered on behalf of the Directorate, with 40% (or 100 procurements) engagement through a single select procurement process.
 - Out of the 100 single select contracts, 19 contracts were due to the implementation of screwdriver ready projects or a direct response to COVID-19 for the operational services within schools and the Directorate and 6 contracts were attributed to school camps or excursions.
- In 2020-21 financial year to January 2021, the Directorate has conducted 92 procurements to deliver projects of behalf of the Directorate, with 45% (or 41 procurements) conducted through a single select procurement process.
 - Out of the 41 single select contracts, 9 procurements can be attributed to school camps or excursions and 13 procurements to school upgrades.

Key Information

- Refer to Attachment A –2019-20 annual report list of notifiable contracts.
- Refer to Attachment B – 2020-21 financial year to January 2021 list of notifiable contracts.
- Refer to Attachment C –2019-20 annual report list of single select procurements
- Refer to Attachment D – 2020-21 financial year to January 2021 annual report list of single select procurements.
- There are circumstances where the Directorate seeks an exemption from the procurement threshold rules and directly engages a provider under a single select process as the needs are very specific and could not be met through an open tender process. For example specific services to meet curriculum needs, school camp services or specialist training providers.

Background Information

- The Annual Report includes agreements entered into from 1 July 2019 to 30 June 2020 and 1 July 2020 to January 2021 in accordance with Government requirements with an estimated total value of \$25,000 or more.
- All procurement processes within the Directorate complied with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. The procurement selection and management processes are authorised by the appropriate delegate within the Directorate.

Cleared as complete and accurate: 19/02/2021
Cleared for public release by: Director-General Ext: 59158
Contact Officer name: Lynette Daly Ext: 52685
Lead Directorate: Education
TRIM Ref: FILE2021/565

ANNUAL REPORT HEARING BRIEF

- A notifiable contract is a written contract for a procurement entered into by the Territory or a Territory Entity that has a total estimated value of \$25,000 (GST inclusive) or more.
- Refer to additional assembly briefings on **01.20**. Aboriginal and Torres Strait Islander Procurement Policy and **01.22**. Procurement activities response to COVID 19.

Cleared as complete and accurate: 19/02/2021
Cleared for public release by: Director-General Ext: 59158
Contact Officer name: Lynette Daly Ext: 52685
Lead Directorate: Education
TRIM Ref: FILE2021/565

2019-20 ANNUAL REPORT SECTION REQUIREMENTS

2019-20 ANNUAL REPORT	DESCRIPTION/ACTION REQUIRED
SECTION	Government Contracting
ACTION OFFICER	Rick Suthern/Sarah Watson
DUE TO CORPORATE REPORTING TEAM	Monday 24 August 2020 (Executive Group Manager Cleared)

ANNUAL REPORT DIRECTIONS 2019-20

[Annual Reports \(Government Agencies\) Directions 2019](#) (ARDs) (pgs. 30-31)

Reporting entities must report on their procurement and contracting activities. Projects which are exclusively funded by the Commonwealth or other Territory entities should not be reported on, nor services provided by another ACT Government directorate/public sector body.

The ACT Government Contracts Register records ACT Government Contracts with suppliers of goods, services and works with a value of \$25,000 or more. Reports should include the following contract information taken from the Contracts Register:

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date

The contract execution data will be between 1 July and 30 June of the reporting year.

The information may be reformatted for publishing purposes provided that all individual contracts and dollar values are provided.

Reporting entities must report on any exemptions from the secure local jobs code requirements under section 22G of the *Government Procurement Act 2001*. The report should list each exemption granted to the reporting entity under section 22H, the reason for the exemption and whether the reporting entity complied with the requirements to notify the secure local jobs code registrar and council.

If no exemptions have been provided, the annual report should specifically note this.

In the case of changes to Administrative Arrangements during the reporting year, reporting entities should contact the Tenders ACT team prior to 1 July for advice on extracting the relevant data.

Contact for further information:

Tenders ACT Team, Procurement ACT, CMTEDD Phone 620 77377 or email tendersACT@act.gov.au

Secure Local Jobs Code Registrar, CMTEDD Phone 620 54593

2019-20 contribution requirements and guidance

- make sure you address the Annual Report Directions requirements (see above);
- information is to be accurate and factual, and if it has been obtained from a reporting system, **identify that in the reporting**. Be prepared to provide 'raw' data if requested for checking and/or briefing packs.

- if you are waiting on final figures **DON'T** put in 'dummy' or 'estimates' – rather put in 'xx' – that way we won't make a mistake and leave the wrong data in.
- check what was put in last year's annual report, and address any "commitments" made for 2019-20;
- If something wasn't achieved or an incident occurred it needs to be reported as well and should include what happened and why, and how it was managed or will be managed;
- unless there is a need to refer to previous years particularly (i.e. don't do a history lesson) the reporting period is from 1 July 2019 to 30 June 2020;
- use the appropriate language and grammar:
 - tense i.e. if it is about the 2019-20 financial year use the past tense (Education did; Education had; was prepared; delivered etc); and
 - don't use 'jargons' or slang; acronyms need to be spelt out first with the abbreviation in brackets next to it; the abbreviation can then be used after that.

Government Contracting

Overview

All procurement processes within the Directorate are required to comply with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. The procurement selection and management processes are authorised by the appropriate delegate within the Directorate.

Under the whole of government procurement arrangements, Strategic Finance and Procurement provided advice and support in relation to procurement, contract management issues and undertook higher value procurements on behalf of the Directorate.

The Directorate continued to be responsible for the management of contracts. Where obligations were not met the contractor was required to rectify the non-compliance immediately to avoid cancellation of the contract.

Expenditure by the Directorate's Education Support Office included acquisition of expert advice regarding curriculum, national assessment testing and other education related matters, human resource issues, services to maintain assets and capital works activities. Contract information for schools covered a wide range of acquisitions including cleaning.

Education Directorate contracts executed in 2019-20 with an estimated total value of \$25,000 or more.

Procurement content has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2019 to 30 June 2020 in accordance with Government requirements.

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
Office of the Board of Senior Secondary Studies								
10100.220	Psychometrician Support for COVID-19 Response	Single Select	Services (non-consultancy)	Yes	The Australian Council for Education Research Limited (ACER)	\$61,930	04/05/2020	30/06/2020
Colleges								
190408	Dickson College - Shelving for Library Upgrade	Single Select	Goods	Yes	CEI Pty Ltd Trading as Raeco International	\$25,016	18/11/2019	24/02/2020
190347	Lake Tuggeranong College - Hub Garden	Quotation	Works	No	Rilack Landscapes Pty Ltd	\$25,366	29/07/2019	09/09/2019
210220	All Colleges Conference	Quotation	Services (non-consultancy)	No	Encore Event Technologies	\$27,135	21/02/2020	29/02/2020
091219	Gunghalin College - Year 12 Formal	Single Select	Services (non-consultancy)	Yes	Ginger Catering	\$34,800	09/12/2019	09/12/2019
17092019	University of Canberra Lake Ginninderra College - Purchase of Furniture for Academy of Future Skills	Quotation	Goods	No	Woods Furniture Pty Ltd	\$34,934	17/09/2019	06/12/2019
14122019	Dickson College - Year 12 Formal 2019	Single Select	Services (non-consultancy)	Yes	Ginger Catering at National Arboretum Canberra	\$43,890	03/12/2019	15/12/2019
190379	Dickson College - Furniture for Library Upgrade	Single Select	Goods	Yes	Zenith Interiors Pty Ltd	\$44,486	29/09/2019	24/02/2020

190500	Canberra College - Year 12 Formal 2019	Quotation	Services (non-consultancy)	No	Ginger Catering	\$44,800	04/12/2019	04/12/2019
15102019	Narrabundah College - Purchase of Calculators	Single Select	Goods	Yes	Abacus Calculators	\$46,420	18/10/2019	18/10/2019
190171	Canberra College - Vanuatu Trip 2019	Single Select	Services (non-consultancy)	Yes	Dive Adventures	\$49,305	03/08/2019	19/10/2019
16919	University of Canberra Lake Ginninderra College - New Zealand Excursion 2019	Single Select	Services (non-consultancy)	Yes	Flight Centre Group Travel Limited	\$62,038	08/08/2019	27/09/2019
F19200564	University of Canberra Lake Ginninderra College - External Paint to Areas 4,5 and 6	Select	Works	No	Higgins Coatings Pty Ltd	\$71,236	11/11/2019	30/09/2020
190389	Dickson College - Library Furniture	Quotation	Goods	No	Ninetwofive Interiors	\$74,108	10/01/2019	29/04/2020
10051.221	Erindale College - Visible Learning	Single Select	Consultancy	Yes	Corwin Press Australian Pty Ltd	\$109,010	31/07/2019	13/10/2020
High Schools								
132881	Lyneham High School - Year 10 Formal 2019	Quotation	Services (non-consultancy)	No	Ginger Catering at National Arboretum Canberra	\$25,497	12/12/2019	13/12/2019
190424	Calwell High School - Painting of Corridors, Doors and Principals Office.	Quotation	Services (non-consultancy)	No	Carlos Coatings	\$26,500	12/12/2019	30/01/2020
181616	Amaroo School - Year 5 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport & Recreation	\$26,922	04/09/2019	06/09/2019
23819	Calwell High School - Year 9 Gold Coast Camp 2019	Quotation	Services (non-consultancy)	Yes	WorldStrides Pty Ltd	\$28,153	23/08/2019	28/09/2019
190707	Caroline Chisholm School - New Furniture for Senior Campus	Quotation	Goods	No	RE Batger Pty Ltd	\$28,286	05/11/2019	24/01/2020
05-12-2019	Canberra High School - Internal Painting	Single Select	Services (non-consultancy)	Yes	Programmed Property Services Pty Ltd	\$30,408	13/01/2020	20/01/2020
23032020	Calwell High School - Year 7 Camp 2020	Quotation	Services (non-consultancy)	Yes	Away We Go Tours Canberra	\$30,677	23/03/2020	25/03/2020
190096	Harrison School - Year 5 and 6 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$31,200	13/08/2019	25/09/2019
190464	Mount Stromlo High School - Upgrade of Hall and Gym Lighting	Quotation	Works	No	ACT Electrics	\$32,234	13/12/2019	18/12/2019
5112919	Mount Stromlo High School - Library Flooring	Quotation	Works	No	Pykes Flooring Pty Ltd	\$32,480	05/11/2019	31/01/2020
09-09-2018	Amaroo School - Year 5 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$32,942	09/08/2019	09/09/2019
190418	Calwell High School - Refurbishment of C11 into Access Room	Quotation	Works	No	ACT Building & Maintenance Pty Ltd	\$34,000	05/12/2019	30/04/2020
6112019	Telopea Park School - New Caledonia School Excursion 2019	Single Select	Services (non-consultancy)	Yes	Aircalin New Caledonia	\$34,270	06/11/2019	14/11/2019
190238	Mount Stromlo High School - Landscaping Front of Science	Quotation	Works	No	Dan and Dan Landscaping Pty Ltd	\$36,155	08/08/2019	09/08/2019
150819	Melrose High School - Oval Maintenance	Quotation	Services (non-consultancy)	No	Green Options Pty Ltd	\$38,000	15/08/2019	28/02/2021
F19200577	Gold Creek Senior School - External Painting Stage 2	Select	Services (non-consultancy)	No	BMG Contracting Services	\$40,690	20/12/2019	20/03/2020
261421300	Gold Creek School - Year 7 Camp 2020	Quotation	Services (non-consultancy)	Yes	Action Learning Initiatives Pty Ltd	\$41,888	28/02/2020	06/03/2020
190759	Caroline Chisholm School - Senior and Junior Campus - Renovations and Building Works	Quotation	Works	No	A & A Contractors Pty Ltd	\$43,686	06/12/2019	31/01/2020

060719	Telopea Park School - Installation of Gi-Allsport Synthetic Surfaces	Quotation	Works	No	Allsport Synthetic Surfaces	\$45,950	26/07/2019	31/07/2019
190432	Mount Stromlo High School - Library Furniture	Quotation	Goods	No	Norva Nivel	\$48,431	02/12/2019	03/12/2019
190692	Caroline Chisholm School - Recarpeting of Senior Campus Middle Year's Block	Quotation	Goods	No	Pike s Flooring Pty Ltd	\$51,375	30/10/2019	31/01/2020
190484	Canberra High School Central Australia Trip 2019	Quotation	Services (non-consultancy)	No	G.E.T. Educational Tours Pty Ltd	\$53,280	05/08/2019	16/10/2019
5719	Campbell High School - Year 10 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$53,898	05/07/2019	06/10/2019
16-10-2019	Telopea Park School - Year 9 Camp 2019	Quotation	Services (non-consultancy)	No	Intercultural Consultancy Group	\$60,635	16/10/2019	24/10/2019
02032020	Melrose High School - Year 7 Camp 2020	Quotation	Services (non-consultancy)	No	Action Learning Initiatives Pty Ltd	\$62,766	02/03/2020	05/03/2020
91019	Wanniassa School - Library Refurbishment Senior Campus	Quotation	Goods	No	Sebel Pty Ltd	\$65,768	11/11/2019	31/01/2020
ACTGOVRFQ - 10062.110	Kingsford Smith School - Bike Track	Quotation	Works	No	Complex Co. Pty Ltd	\$67,627	03/07/2019	06/06/2020
1338641	Telopea Park School - Outdoor Education Camp	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$70,406	17/02/2020	19/02/2020
132727	Lyneham High School - Malaysia and Cambodia Excursion 2019	Single Select	Services (non-consultancy)	Yes	WorldStrides Pty Ltd	\$87,625	09/08/2019	03/10/2019
29102019	Mount Stromlo High School - Library Refurbishment	Quotation	Works	No	ACT Building & Maintenance Pty Ltd	\$93,478	30/12/2019	07/02/2020
21819	Telopea Park School - Band Tour France 2020	Single Select	Services (non-consultancy)	Yes	Intercultural Consultancy Group Pty Ltd	\$94,000	23/08/2019	29/11/2020
06052019	Melrose High School - Japan Trip 2019	Quotation	Services (non-consultancy)	No	JTB Australia Pty Ltd	\$100,840	21/09/2019	17/10/2019
Primary Schools								
190046	Lyneham Primary School - Installation of Library Shelving	Quotation	Goods	No	RAECO International Pty Ltd	\$25,027	18/07/2019	22/08/2019
5112019	Black Mountain School - Replacement of Damaged Carpet in Gym and Hall with Vinyl Planks	Quotation	Goods	No	Budget Carpet Care	\$39,577	05/11/2019	04/05/2020
20190930	Black Mountain School - Door Works to Rooms 14 and 18	Quotation	Works	No	Colda Constructions Pty Ltd	\$25,381	30/09/2019	01/10/2020
200016	Mawson Primary School - Internal Painting	Quotation	Services (non-consultancy)	No	Murphy Bros Painting Services	\$26,400	02/01/2020	28/01/2020
EDURFQ - 190823	Black Mountain School - Complete Swing, Soft Fall and Fencing/ Screening Works Adjacent Room 50	Quotation	Works	No	The Playground People	\$26,430	26/08/2019	31/10/2019
14-10-2019	North Ainslie Primary School - Installation of Double Glazing	Quotation	Works	No	Solace Creations Pty Ltd	\$27,480	14/10/2019	16/10/2019
190247	Forrest Primary School - School Furniture	Quotation	Goods	No	SchoolFurn	\$28,369	06/12/2019	08/04/2020
18052020	Farrer Primary School - Landscaping and Irrigation	Single Select	Works	Yes	Scenic Living	\$30,206	18/05/2020	19/06/2020
25-09-2019	Farrer Primary School - Year 5 and 6 amp 2020	Quotation	Services (non-consultancy)	No	CoastLife Adventures	\$31,685	25/09/2019	01/04/2020
10065.110	Hughes Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$31,900	04/11/2019	06/11/2019
25112019	Margaret Hendry School -	Single Select	Goods	Yes	NorvaNivel	\$52,000	25/11/2019	31/01/2020

	Purchase of Furniture								
190197	Yarralumla Primary School - Supply and Installation of Outdoor Equipment	Quotation	Works	No	A_space Australia Pty Ltd	\$54,538	06/08/2019	30/11/2019	
11122019	Turner Primary School - Painting and Associated Works	Quotation	Services (non-consultancy)	No	MBS FM Pty Ltd	\$89,000	13/12/2019	30/01/2020	
SFC.2019.015	The O Connor Co-operative School - Installation of Shed and Associated Works	Quotation	Works	No	First Sheds Pty Ltd	\$95,750	26/11/2019	30/09/2020	
5819	Yarralumla Primary School - Purchase of Interactive Whiteboards	Single Select	Goods	Yes	Link Media	\$106,359	05/07/2019	05/08/2024	
200019	Macquarie Primary School - Adventure Playground Landscaping	Quotation	Works	No	Out and About Landscape Designs and Construction	\$106,860	22/10/2019	30/06/2020	
91022160	Red Hill Primary School - Oval Remediation	Quotation	Works	No	Green Options Pty Ltd	\$130,194	20/12/2019	24/04/2020	
2091019	Forrest Primary School - Sensory Garden	Quotation	Works	No	Scenic Living	\$146,333	02/09/2019	31/01/2020	
Digital Strategy, Services and Transformation									
64169	Oliver Support for 12 months to October 2020	Single Select	Services (non-consultancy)	Yes	Softlink Australia Pty Ltd	\$121,310	28/08/2019	31/10/2020	
64169	Overdrive 12-month renewal	Single Select	Services (non-consultancy)	Yes	Softlink Australia Pty Ltd	\$53,913	20/5/2020	21/5/2021	
EDUSST-0100	Read&Write for Google Subscription for the ACT Education Directorate	Single Select	Services (non-consultancy)	Yes	Texthelp Pty Ltd	\$161,179	1/11/2019	31/10/2021	
10096.110	Supply of Chromebooks for COVID-19	Single Select	Goods	Yes	Datacom Pty Ltd	\$1,415,000	01/05/2020	20/4/2021	
SCINV00004967	SCISWeb	Single Select	Goods	Yes	Education Services Australia Pty Ltd	\$45,521	1/1/2020	31/12/2020	
LSM0688EDU	School Administration System (MAZE)	Single Select	Goods	Yes	Civica Education Pty Ltd	\$95,971	30/12/2019	31/12/2020	
10098.110	ContentKeeper Mobile Virtual Appliance for COVID-19	Single Select	Goods	Yes	Open Systems Australia Pty Ltd	\$69,300	11/05/2020	10/05/2021	
EDU20/557	Salesforce System Integration for COVID-19	Single Select	Services (non-consultancy)	Yes	Accenture Pty Ltd	\$361,071	10/05/2020	09/05/2021	
EDUSST-147	SEN-22, Setup of new tenant and custom interface for COVID-19 Care Sites	Open international Tender in 2015	Goods & Services	No	Sentral Education Pty Ltd	\$55,900	27/4/2020	26/04/2021	
EDUSST-133	Two - Month Extension of the Directorates Adobe ETLA	Single Select	Goods	Yes	Campion Education (Aust) Pty Ltd	\$33,540	31/05/2020	31/07/2020	
EDU20/443/09	BigData Services for Google platforms for COVID-19	Single Select	Services (non-consultancy)	Yes	Geeks on Tap Pty Ltd	\$36,385	10/05/2020	09/05/2021	
10111.110	Google Suite for Education - Enterprise for COVID-19	Single Select	Goods	Yes	Geeks on Tap Pty Ltd	\$160,000	05/05/2020	04/05/2021	
2015.21681.220	Web-based Application for Workplace Learning in ACT Public High Schools and Colleges	Single Select	Goods	Yes	QuantumIT Pty Ltd	\$259,380	09/04/2020	10/10/2020	
EDU20/618	Screencastify Unlimited	Single Select	Goods	Yes	Screencastify LLC of Chicago	\$91,444	04/06/2020	03/06/2021	
EDUSST-122	Provision of assurance services to further support the SAS Project	Single Select	Services	Yes	Price waterhouse Coopers (PwC)	\$58,000.00	01/03/2020	30/02/2021	

EDUDSST-0121	SEN 15- Extension of Existing Utilisation Engagement - CSM Role Only	Public	Service	No	Sentral Education Pty Ltd	\$95,040	01/01/2020	30/06/2020
EDUDSST-0120	SEN 08- Extension of Existing Utilisation Engagement - Core Sentral Resourcing	Public	Service	No	Sentral Education Pty Ltd	\$147,870	01/01/2020	30/06/2020
SSICT151/JC160 62020	Microsoft Enterprise Licensing Termly Agreement	Single Select	Goods	Yes	Data#3 Limited	\$1,089,718	07/07/2020	30/06/2021
SFC.2020.002	Services Related to Records Management Systems	Single Select	Services (non-consultancy)	Yes	iCognition Pty Ltd	\$149,118	20/02/2020	20/08/2020
EDU19-1780	Copyright Licence for Schools	Single Select	Services (non-consultancy)	Yes	Copyright Agency Ltd	\$652,068	01/01/2020	31/12/2020
669304093	Agreement for the Provision and Implementation of a School Administration System	Public	Services (non-consultancy)	No	Sentral Pty Ltd	\$3,668,836	27/09/2019	26/09/2022
Enrolments and Planning								
EDU19-1474	East Gunghalin School Planning Project	Consultancy	Services (non-consultancy)	No	Purdon Planning	\$47,971	18/09/2019	30/06/2020
EDU19-1611	Urban Infill Study	Quotation	Services (non-consultancy)	No	Arup Australia Pty Ltd	\$79,905	04/09/2019	31/12/2019
Governance and Community Liaison								
EDU19/1545	Records Management Audit	Single Select	Consultancy	Yes	Price Waterhouse Coopers	\$31,364	12/07/2019	30/08/2019
EDU19/2442	Leisure Centre FBT Advice	Single Select	Consultancy	Yes	Price Waterhouse Coopers	\$47,000	31/01/2020	01/05/2020
EDU19/2382	HPE Review	Single Select	Consultancy	Yes	Price Waterhouse Coopers	\$60,982	31/01/2020	30/04/2020
EDU20/255	Enforceable Undertaking Review	Quotation	Consultancy	No	Ernst and Young	\$84,403	21/02/2020	29/05/2020
10116.220	Improving Communications in the ACT Education Directorate	Single Select	Services (non-consultancy)	No	WPPAUNZ Analytics Pty Ltd (WPP)	\$52,360	27/02/2020	20/09/2020
Infrastructure and Capital Works Branch								
20201.205	Macquarie Primary School - Screens - COVID 19 Stimulus Works	Single Select	Works	Yes	Binutti Constructions Pty Ltd	\$25,083	12/05/2020	17/06/20
KLNH-10062020	University of Canberra Kaleen High - Gym Lighting Upgrade	Quotation	Works	No	IQON Pty Ltd	\$29,717	18/11/2019	17/07/2020
150420	Margaret Hendry School - COVID-19 Stimulus Works Package - Playground Structure and Landscaping	Single Select	Works	Yes	Joss Facility Management	\$25,107	15/04/2020	10/06/2020
EDSTM -200121 -25052020	Mawson Primary School - COVID 19 Stimulus Funding - Plumbing Works	Single Select	Works	No	Enhanced Plumbing	\$25,826	21/04/2020	30/06/2020
EDE3190287	Erindale College - Supply and Install Chain Wire Fence to College Oval	Quotation	Works	No	Colda Constructions Pty Ltd	\$26,510	05/12/2019	31/01/2020
16042020	Melba Copland Secondary School - COVID 19 Stimulus Works	Single Select	Works	Yes	Higgins Coatings Pty Ltd	\$26,840	15/04/2020	15/07/2020
CLW - 16042020	Calwell High School - COVID 19 Stimulus Package - Digital Signage	Single Select	Works	Yes	Singpro Australia Pty Ltd	\$27,115	09/04/2020	10/06/2020

190004 and 190005	Arawang Primary School - COVID 19 Stimulus Package - Shade Structure Over Junior Playground Equipment	Single Select	Works	Yes	Betta Canvas and Shade Solutions	\$27,500	28/01/2020	14/05/2020
F19200973	Telopea Park School - Replace Four High Walls and Repair Evaporative Coolers	Select	Works	No	Carrier Australia Pty Ltd	\$27,852	08/05/2020	08/08/2020
23042020-1	Fraser Primary School - COVID 19 Stimulus Works	Single Select	Works	Yes	Waterland Pty Ltd	\$28,824	16/04/2020	16/07/20
F19201016	Gordon Primary School - HVAC Works to Replace Split Systems and Evaporative Coolers	Selective	Works	No	King Air Pty Ltd	\$29,260	21/05/2020	21/08/2020
265201	Wanniassa School - Purchase of Furniture	Quotation	Goods	No	R E Batger Pty Ltd	\$29,449	26/05/2020	26/08/2020
265202	Wanniassa School - Purchase of Furniture	Quotation	Goods	No	BizFurn Express Australia	\$29,737	26/05/2020	26/08/2020
17042020 - Black Mountain	Black Mountain School - COVID 19 Stimulus Package - Swipe Access	Single Select	Works	Yes	ACT Building and Maintenance Pty Ltd	\$30,000	20/04/2020	17/06/2020
CRN - 15042020	Cranleigh School - COVID 19 Stimulus Package - Supply and Installation of Shade Sails and Heaters	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$31,086	20/04/2020	10/06/2020
SFC.2020.007	Miles Franklin Primary School - Doors and Calming Room	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$32,450	14/02/2020	30/04/2021
F19200943	Campbell Primary School - Drain Repairs	Select	Works	No	Drain King (ACT) Pty Ltd	\$33,000	24/04/2020	24/07/2020
200066	Malkara School - Office Conversion	Quotation	Works	No	Colda Constructions Pty Ltd	\$33,094	30/04/2020	31/07/2020
15042020-01 and 20042020-01	Harrison School - Thermal Improvements to Dampers (Building Envelope)	Single Select	Goods	Yes	Sign World (ACT) Pty Ltd	\$33,170	20/04/2020	30/06/2020
TUGC - 23042020	Tuggeranong College - Partial Replacement of the Existing Fence	Single Select	Works	Yes	Northern Fencing Specialist Pty Ltd	\$34,705	14/04/2020	31/10/2020
2019.30823.110	Black Mt School - Room 22 & Hughes Primary underground water issued preschool	Quotation	Works	No	IQON Pty Ltd	\$36,066	25/05/2019	24/05/2021
04052020WE	Weetangera Primary School - Irrigation Master Valve Upgrade	Quotation	Works	No	CityWide Service Solutions Pty Ltd	\$36,074	03/06/2020	17/06/2021
F19201075	Wanniassa Senior School - HVAC Mechanical Upgrade Humanities and Social Sciences Area	Select	Works	No	King Air Pty Ltd	\$36,630	03/06/2020	03/09/2020
17042020 - PALMPS	Palmerston Primary School - COVID 19 Stimulus Package - Door Handle and Amenity Tap Upgrade/Replacement. Disability Access	Single Select	Works	Yes	MBSFM	\$37,706	20/04/2020	17/06/2020
17042020	Mt Rogers Primary School - COVID 19 Stimulus Works -	Single Select	Works	Yes	MBS FM Pty Ltd	\$44,357	20/04/2020	17/06/2020

	Bike and Equipment Shed								
F19200975	Namadgi School - Supply and Installation of 65 Closers and Gym Bi - Fold Door Maintenance and Servicing	Select	Works	No	Colda Constructions Pty Ltd	\$39,710	08/05/2020	08/08/2020	
F19200945	University of Canberra Kaleen High School - Building Management System (BMS) Works	Select	Works	No	Innovative Electrical Solutions	\$40,726	24/04/2020	24/07/2020	
EDU20200416-SYNN53106	The Woden School - COVID 19 Stimulus Package - Supply of Sustainable and Australian Manufactured Furniture	Single Select	Goods	Yes	BizFurn Express Australia (Trading as BFX)	\$40,809	17/04/2020	30/06/2020	
SFC.2020.006	Malkara School - Fencing Extension	Quotation	Works	No	Perimetech Pty Ltd	\$41,294	02/03/2020	30/04/2021	
SFC2020.005	Malkara School - Security and Swipe Access Control	Quotation	Works	No	Telstra SNP Monitoring	\$41,874	02/03/2020	30/04/2020	
26520	Wanniassa School - Purchase of Furniture	Quotation	Goods	No	Norva Nivel Pty Ltd	\$41,898	18/05/2020	26/08/2020	
265203	Wanniassa School - Purchase of Furniture	Quotation	Goods	No	Woods Furniture Pty Ltd	\$42,965	26/05/2020	26/08/2020	
F19200463	Tree Rectification Works (Stage 4) at Various Schools	Select	Works	No	Gold Leaf Tree Services Pty Ltd	\$43,662	26/11/2019	26/02/2020	
5122019	Melba Copland Secondary School - Reconfiguration and Associated Works for Small Group Unit Learning Room	Quotation	Works	No	Colda Constructions Pty Ltd	\$43,754	03/09/2019	28/01/2020	
F19201025	Margaret Hendry Primary School - Supply and Install Battery Storage	Select	Works	No	Smart Renewables Pty Ltd	\$44,000	25/05/2020	25/08/2020	
F19201028	Turner Primary School - Draught Proofing ACT Schools	Select	Works	No	Mindal Constructions	\$44,374	25/05/2020	25/08/2020	
02-17042020	Fadden Primary School - Soft Fall	Select	Works	No	Your Outdoor Space	\$44,700	20/04/2020	08/06/2021	
17042020 - GIRALANG	Giralang Primary School - COVID 19 Stimulus Package - Irrigation and Sensory Garden Fencing	Single Select	Works	Yes	MSJ Plumbing Group Pty Ltd	\$45,000	20/04/2020	17/06/2020	
F19200403	Richardson Primary School - External Painting	Select	Works	No	Horizon Coatings ACT	\$45,050	14/11/2019	14/02/2020	
F19201030	Lanyon High School - Repairs to Water Damaged Classroom	Select	Works	No	Monarch Building Solutions Pty Ltd	\$48,642	25/05/2020	25/08/2020	
F19200464	Tree Rectification Works (Stage 5) at Various Schools	Select	Works	No	TreeWorks (ACT/NSW) Pty Ltd	\$49,210	26/11/2019	26/02/2020	
11122019 - Palmerston	Palmerston Primary School - 2019 Classroom Upgrade for 2020 Enrolments	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$51,644	06/01/2020	31/01/2020	
CWHS - PO2019017	Calwell High School - Heat Mitigation Work	Single Select	Works	Yes	Cobul Construction	\$51,810	28/11/2019	31/01/2021	
17-09-2019	Cranleigh School - Hoist System	Quotation	Goods	No	ACT Building & Maintenance Pty Ltd	\$53,120	17/09/2019	28/01/2020	
16042020	Charnwood-Dunlop School - COVID 19 Stimulus Package - Landscaping	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$54,081	12/04/2020	20/06/2020	

04032020	Gordon Primary School - Preschool Security Fence	Quotation	Works	No	Northern Fencing Specialists Pty Ltd	\$56,000	05/03/2020	05/08/2020
F19200982	Giralang Primary School - Draught Proofing and Door Replacement	Select	Works	No	Scenic Constructions	\$57,200	08/05/2020	08/08/2020
F19200184	Boiler Works and Associated Mechanical at Harrison School	Select	Works	No	King Air Pty Ltd	\$57,370	24/09/2019	24/12/2019
EDSTM-200118-25052020	Mawson Primary School - COVID 19 Stimulus Funding - Refurbishment of Classrooms	Single Select	Works	Yes	Straight Up Joinery	\$58,807	21/04/2020	30/06/2020
F19200981	Melrose High School - Supply and Installation of Ventilation System for Corridor	Select	Works	No	Canberra Air Conditioning Services	\$58,842	08/05/2020	08/05/2020
F19200509	Dickson College - External Painting	Select	Works	No	Higgins Coatings Pty Ltd	\$59,246	05/12/2019	05/03/2020
ED3190287	Melba Copland Secondary School - Modification Works to Small Group Classrooms	Quotation	Works	No	Colda Constructions Pty Ltd	\$61,443	27/09/2019	29/01/2020
220122020	Campbell Primary School - New Preschool Playground Equipment	Quotation	Works	No	ACT Building & Maintenance Pty Ltd	\$62,513	30/01/2020	24/04/2020
17042020	Wanniassa Senior and Junior Schools - Double Sided Electronic Signage	Single Select	Works	Yes	SignPAC	\$63,196	24/04/2020	08/06/2021
19020122	Calwell High School - Installation of Storage Shed	Quotation	Works	No	Sheds Shade and Turf	\$65,782	24/07/2019	20/03/2020
04-17012020	Wanniassa Primary School - Community Hub	Single Select	Works	Yes	ARIS Building Services	\$65,867	20/04/2020	08/06/2021
F19200942	Melrose High School - Supply and Installation of Ventilation System for Corridor	Select	Works	No	Canberra Air Conditioning Services	\$65,903	23/04/2020	23/07/2020
16042020-1	Canberra High School - COVID 19 Stimulus Works	Single Select	Works	Yes	Hawker Roofing Pty Ltd	\$67,617	15/04/2020	15/07/20
KLNP - 2042020	Kaleen Primary School - COVID 19 Stimulus Package - Shade Sails and Seats	Single Select	Works	Yes	Brindabella Contractors Pty Ltd	\$67,960	08/04/2020	12/06/2020
1082019	Monash Primary School - Main Switchboard Upgrade and Generator Connection Point	Quotation	Works	No	Fredon ACT Pty Ltd	\$70,000	15/07/2019	10/10/2019
03032020	Flag Pole Program 2020	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$70,000	23/03/2020	30/09/2020
F19200183	Dedicated Heating Boiler for M4 at Harrison Middle School	Select	Works	No	Carrier Australia Pty Ltd	\$70,407	24/09/2019	24/12/2019
ARWP - 16042020	Arawang Primary school - COVID 19 Stimulus Package - Irrigation Works to Preschool	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$70,440	20/04/2020	12/06/2020
SFC2019.0014	Refit Works at Level 1 220 Northbourne Avenue for Infrastructure and Capital Works	Quotation	Works	No	Colda Constructions Pty Ltd	\$71,567	26/11/2019	06/03/2020
13012020	Campbell Primary School - New Deck and	Quotation	Works	No	Monarch Building	\$71,940	17/12/2019	17/03/2020

	Concrete Works for Sandpit Area					Solutions Pty Ltd			
200048	Malkara School - Upgrade Staff Toilets and Student Kitchen	Quotation	Works	No		Colda Constructions Pty Ltd	\$73,005	14/04/2010	26/04/2020
2022040	Dickson College - Library Joinery	Quotation	Works	No		MBSFM	\$77,265	10/01/2020	29/04/2020
01-17042020	Richardson Primary School - Landscape Upgrade	Single Select	Works	No		Brindabella Contractors Pty Ltd	\$77,790	17/04/2020	08/06/2021
DCKC - 2042020	Dickson College - COVID 19 Stimulus Package - Shade Sails and Seats	Single Select	Works	Yes		Brindabella Contractors Pty Ltd	\$79,103	08/04/2020	12/06/2020
20012020	Lyneham Primary School - Conversion of Art Room to 2 Classrooms	Single Select	Works	No		Colda Constructions Pty Ltd	\$81,423	13/12/2019	31/03/2020
012507	Majura Primary School - COVID 19 Stimulus Works	Single Select	Works	Yes		Phillips Landscapes	\$81,680	15/04/2020	15/07/20
200533	Cultural Heritage Survey of Trees	Quotation	Consultancy	No		Past Traces Heritage Consultants	\$83,935	20/04/2020	29/06/2020
200219	Harrison School - COVID 19 Stimulus Works	Single Select	Works	Yes		B Rands and P.J Stewart Budget Carpet Care	\$83,996	23/04/20	23/07/20
F19200106	Dedicated Heating Boilers for Building M - Harrison School	Select	Works	No		Carrier Australia Pty Ltd	\$84,375	04/09/2019	04/12/2019
2019-20	Dickson College - Security Fencing	Quotation	Works	No		Northern Fencing Specialist Pty Ltd	\$84,455	16/08/2019	26/11/2019
202001404	Hughes Primary School - COVID 19 Stimulus Package - Softfall Replacement/Repair	Single Select	Works	Yes		Binutti Constructions Pty Ltd	\$84,526	14/04/2020	21/04/2021
29112019	Florey Primary School - Supply and Installation of Doors and Shop Front	Quotation	Works	No		Colda Constructions Pty Ltd	\$85,000	02/12/2019	31/01/2020
ARAP - 16042020	Aranda Primary School - COVID 19 Stimulus Package - Softfall Replacement	Single Select	Works	Yes		The Playground People	\$88,896	20/04/2020	30/06/2020
11122019	Turner Primary School - Painting and Associated Works	Quotation	Works	No		MBS FM Pty Ltd	\$89,000	13/12/2019	31/01/2020
CLWP - 16042020	Calwell Primary School - COVID 19 Stimulus Package - Erosion Landscape	Single Select	Works	Yes		Colda Constructions Pty Ltd	\$96,721	09/04/2020	12/06/2020
10061.220	Education Directorate Workforce Development	Quotation	Services	No		Pricewaterhouse Coopers Consulting (Australia) Pty Limited	\$99,316	28/02/2020	09/04/2020
17042020 - FLOREY	Florey Primary School - COVID 19 Stimulus Package - Classroom Doors and Staffroom Acoustics	Single Select	Works	Yes		Colda Construction Pty Ltd	\$100,000	20/04/2020	17/06/2020
17042020 - MACGREGOR	Macgregor Primary School - COVID 19 Stimulus Package - Remediation and Landscaping	Single Select	Works	Yes		Rilack Landscapes Pty Ltd	\$100,000	20/04/2020	17/06/2020
F19200974	Neville Bonner Primary School to Forrest Primary School - Relocate Transportable	Select	Works	No		Monarch Building Solutions Pty Ltd	\$100,760	08/05/2020	08/08/2020
01-17042020	Fadden Primary School - Courtyard Upgrade	Select	Works	No		Bruce's Bobcats and Landscaping	\$104,775	20/04/2020	08/06/2021
F19200107	Boiler Flue and Gas Works in Various	Select	Works	No		Capital Boiler and Burner Services Pty Ltd	\$106,652	04/10/2019	04/12/2019

	Education Sites Package 1							
02-17012020	Namadgi School - Partition to open plan classroom	Select	Works	No	Binutti Constructions Pty Ltd	\$108,493	20/04/2020	08/06/2021
EVTP - 21042020	Evatt Primary School - COVID 19 Stimulus Package - New Carpet and Painting	Single Select	Works	Yes	Colda Construction Pty Ltd	\$111,613	08/04/2020	12/06/2020
F19201076	Mt Rogers Primary School - HVAC Mechanical Upgrade Administration Area	Select	Works	No	Carrier Australia Pty Ltd	\$112,663	03/06/2020	03/09/2020
01-17042020	Wanniassa Senior and Junior Schools - Landscaping Works	Single Select	Works	Yes	Dan and Dan Landscaping Pty Ltd	\$114,162	20/04/2020	08/06/2021
F19200985	Arawang Primary School - Relocation of Library	Select	Works	No	Aris Building Services Pty Ltd	\$116,327	11/05/2020	11/08/2020
02023002	Black Mountain School - Room 30 Walls and Courtyard Upgrade	Quotation	Works	No	Colda Construction Pty Ltd	\$120,000	02/04/2020	30/05/2021
F19200946	Garran Primary School - COVID 19 Stimulus Package - Asbestos Removal, Office Upgrades	Single Select	Works	Yes	Monarch Building Solutions Pty Ltd	\$123,035	24/04/2020	24/07/2020
91022140	Black Mountain - Room 13 Courtyard	Quotation	Works	No	ACT Building & Maintenance Pty Ltd	\$123,668	11/12/2019	02/03/2021
F19201024	Monash Primary School - Supply and Install Solar Panels and Associated Infrastructure	Select	Works	No	Mondiaux Pty Ltd	\$124,255	23/04/2020	23/07/2020
202001504	Woden School - COVID 19 Stimulus Package - Multi Sport/Multipurpose Play Surface with Cross and Circuit Fitness	Single Select	Works	Yes	Binutti Constructions Pty Ltd	\$124,722	15/04/2020	21/04/2021
SFC.2019.016	Hedley Beare Centre for Teaching and Learning - Fitout Work to Multi - Purpose Room	Quotation	Works	No	ACT Building & Maintenance Pty Ltd	\$127,321	19/12/2019	28/02/2020
F19201022	Hawker Primary School - Replace Existing Sports Court Surface with New 15mm Rubber Surface	Select	Works	No	J and E Carpentry Pty Ltd	\$127,490	25/05/2020	25/08/2020
EDURFQ-2-1920-2009	Tree Planting Program 2020	Quotation	Works	No	Out and About Landscape Designs and Construction	\$135,074	17/03/2020	08/08/2021
EDSTM-200120-25052020	Mawson Primary School - COVID 19 Stimulus Funding - Internal Painting	Single Select	Works	Yes	Murphy Bros Painting Services	\$141,350	21/04/2020	30/06/2020
17042020 - TURNER	Turner Primary School - COVID 19 Stimulus Package - Door Handle and Amenity Tap Upgrade/Replacement. Disability Access	Quotation	Works	No	MBSFM	\$144,292	20/04/2020	17/06/2020
17042020 - WEETPS	Weetangera Primary School - COVID 19 Stimulus Package - Outdoor Basketball/Sports Upgrade	Single Select	Works	Yes	Contour Constructions	\$144,790	20/04/2020	17/06/2020
25112019 - Mt Rogers PS	Mt Rogers Primary School - Music Room Upgrade to Small Group Unit Learning Room	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$147,928	20/11/2019	26/02/2020

F19200390	HVAC Upgrade works to Block H2 at Harrison School	Select	Works	No	Carrier Australia Pty Ltd	\$150,034	12/11/2019	12/02/2020
03120219	Charmwood Dunlop Primary School - Supply and Install Security Fence	Quotation	Works	No	Olympic Fencing NSW Pty Ltd	\$154,000	04/12/2019	29/02/2020
EDSTM-200117-25052020	Mawson Primary School - COVID 19 Stimulus Funding - Carpeting to Multiple Classrooms and Hallways	Quotation	Goods	No	Pike's Flooring	\$154,000	25/05/2020	30/06/2020
01-17012020	Taylor Primary School - Outdoor Learning Environment	Single Select	Works	Yes	IQON Pty Ltd	\$155,756	22/04/2020	08/06/2021
F19200939	Garran Primary School - COVID 19 Stimulus Package - Administration Office Upgrade	Select	Works	No	Monarch Building Solutions Pty Ltd	\$156,442	24/04/2020	24/07/2020
20062020	Chapman Primary School - Staffroom Upgrade	Quotation	Works	No	B & R Building Pty Ltd	\$160,000	04/07/2020	17/07/2021
81018-NCT-002	City & Gateway Phase 1 - Master Planning	Single Select	Consultancy	Yes	SQC Architecture	\$163,553	08/05/2020	30/06/2020
F19200163	HVAC Upgrade Works Block H2 Harrison School	Select	Works	No	Carrier Australia Pty Ltd	\$164,334	16/09/2019	16/12/2019
17042020 - DPS	Duffy Primary School - COVID 19 Stimulus Package - Oval Upgrade/Irrigation Works	Single Select	Works	Yes	Green Options	\$166,210	20/04/2020	17/06/2021
F19201068	Lanyon High School - HVAC Mechanical Upgrade Library/Administration	Select	Works	No	King Air Pty Ltd	\$168,355	03/06/2020	03/09/2020
91020152	Dickson College - Library Refurbishment	Quotation	Works	No	Act Building & Maintenance Pty Ltd	\$175,000	19/09/2019	28/11/2020
F19201015	Melrose High School - Radiator Replacement Level 3	Select	Works	No	Capital Boiler and Burner Services Pty Ltd	\$181,178	21/05/2020	21/08/2020
17042020 - WHPS	Wanniassa Hills Primary School - COVID 19 Stimulus Package - Special Group Unit	Single Select	Works	Yes	IQON Pty Ltd	\$182,426	20/04/2020	17/06/2020
2025091	Lanyon High School - Auto Door Airlocks	Single Select	Works	Yes	Terry Enterprises Pty Ltd Trading as Smart Shopfronts	\$190,000	25/05/2020	30/06/2021
F19200937	Latham Primary School - School Works Upgrade - COVID 19 Stimulus Package 2020	Single Select	Works	Yes	Monarch Building Solutions Pty Ltd	\$190,938	23/04/2020	23/07/2020
4072019	Emergency Evacuation Diagrams for All ACT Public Schools	Quotation	Services (non-consultancy)	No	Fire Direct	\$197,334	18/07/2019	17/07/2020
F19200941	Melrose High School - Radiator Replacement Level 3	Select	Works	No	Capital Boiler and Burner Services Pty Ltd	\$202,919	24/04/2020	24/07/2020
F19200109	Boiler Flue and Gas Works in Various Education Sites Package 2	Select	Works	No	Capital Boiler and Burner Services Pty Ltd	\$212,370	04/09/2019	04/12/2019
F19200938	Wanniassa Senior School - Humanities and Social Sciences and English Area Refurbishment	Select	Works	No	Colda Constructions Pty Ltd	\$232,826	24/04/2020	24/04/2020
F19201078	Mt Rogers Primary School - Administration Upgrade	Select	Works	No	Colda Constructions Pty Ltd	\$301,940	04/06/2020	04/09/2020
31354-NCT-001	Theodore Primary Pre - School	Quotation	Works	No	RAM Constructions	\$336,053	13/12/2019	28/02/2020

	Landscape Works								
F19201077	Mt Stromlo High School - Supply and Install Solar Panels and Associated Infrastructure	Select	Works	No	EPC Solar Pty Ltd	\$338,742	04/06/2020	04/09/2020	
F19200948	Lanyon High School - COVID 19 Stimulus Package - Administration Office Upgrade	Single Select	Works	Yes	Monarch Building Solutions Pty Ltd	\$493,493	24/04/2020	24/07/2020	
81014-NCT-001	Franklin Early Childhood School Expansion Design (to the Extent Specified) and Construction	Public	Works	No	Built Pty Ltd	\$780,608	21/02/2020	31/07/2022	
30141.110	Provision of Security Services to ACT Colleges and Schools	Public	Services (non-consultancy)	No	Leader Security Electronics Pty Ltd	\$2,365,987	25/09/2019	24/09/2022	
81002-NCT-001	Throsby Preschool to Year 6 School with Planning for an Early Childhood Education Centre (ECEC)	Public	Works	No	Icon SI (AUST) Pty Ltd	\$35,585,777	05/05/2020	30/12/2022	
81460-RFT-001	Molonglo Pre School to Year 10 School with Early Childhood Education Centre (ECEC)	Public	Works	No	Joss Construction	\$40,521,480	23/08/2019	31/01/2022	
Learning and Teaching Policy and Service Design									
ED2190368	School Improvement (Writing): Secondary 2020	Quotation	Consultancy	Yes	Misty Adoniou	\$48,400	03/03/2020	01/08/2020	
People and Performance									
10036.223	HR Framework	Quotation	Services	No	Bull & Bear Special Assignments (BBSA) Pty Ltd	\$28,900	25/06/2019	30/08/2019	
10036.221	Pilot Principal Bulk Recruitment Process	Quotation	Services	No	HorizonOne Recruitment Pty Ltd	\$33,296	01/07/2019	17/11/2019	
10042.221	Wellbeing Project	Quotation	Services	No	Bull & Bear Special Assignments (BBSA) Pty Ltd	\$36,100	01/07/2019	30/06/2020	
10042.220	Project Management Office	Quotation	Services	No	Bull & Bear Special Assignments (BBSA) Pty Ltd	\$42,000	01/07/2019	30/06/2020	
10036.222	Bulk Recruitment Process	Quotation	Services	No	HorizonOne Recruitment Pty Ltd	\$49,156	26/06/2019	08/09/2019	
10036.224	Business Partner Model	Quotation	Services	No	Bull & Bear Special Assignments (BBSA) Pty Ltd	\$99,050	25/06/2019	30/09/2019	
Strategic Finance and Procurement									
10140.110	2019-20 Revaluation of the Education Directorate's Land and Building Assets	Quotation	Consultancy	No	CIVAS Pty Ltd	\$143,000	01/10/2019	30/06/2020	
10118.110	Additional TM1 Licences for School Projects	Single Select	Goods	Yes	Excelerated Consulting Pty Ltd	10118.110	Additional TM1 Licences for School Projects	Single Select	
School Cleaning Services Team									
10054.200	Provision of Assessment and Recruitment Support for ACT Schools Cleaning Taskforce	Quotation	Services (non-consultancy)	No	Manpower Services (Australia) Pty Limited	\$41,771	29/11/2019	28/01/2020	
10054.220	Provision of Corporate Uniforms for ACT Schools Cleaning Services Branch	Single Select	Goods	Yes	Andrews Corporate Clothing Pty Ltd	\$160,000	12/12/2019	11/12/2020	
10054.223	Provision of Cleaning Industry	Public Tender	Goods	No	RapidClean DRB	\$260,582	13/03/2020	13/03/2021	

	Machinery and Equipment							
10054.222	Provision of Cleaning Industry Machinery and Equipment	Public Tender	Goods	No	Chemworks Pty Ltd	\$455,428	13/03/2020	13/03/2021
10117.220	Hand Sanitiser to ACT Public Schools	Single Select	Goods	Yes	Chemworks Pty Ltd	\$481,360	29/06/2020	07/08/2020
10054.221	Provision of Cleaning Industry Machinery and Equipment	Public Tender	Goods	No	The Trustee for One Stop Shop Family Trust	\$507,179	13/03/2020	13/03/2021
Systems and Policy Reform								
108945 – ACT E&TD	ACT Government Enterprise Information Framework - Roadmap and Implementation Plan	Single Select	Services (non-consultancy)	Yes	NTT Australia Digital Pty Ltd	\$39,699	01/07/2019	30/06/2020
108945 – ACT E&TD	ACT Government Enterprise Information Framework - Enterprise Information	Single Select	Services (non-consultancy)	Yes	NTT Australia Digital Pty Ltd	\$59,565	01/07/2019	30/06/2020
2016/08987	Baseline Assessment Program (Kindergarten) 2020	Single Select	Services (non-consultancy)	Yes	University of Western Australia	\$63,500	20/01/2020	19/01/2021
2018/07763	Project 2018 School Climate Survey Analysis and Research	Single Select	Consultancy	Yes	Australian National University	\$160,000	1/07/2019	30/06/2022
2018.297.210	ACT School Leavers - Longitudinal Survey	Single Select	Consultancy	Yes	Social Research Centre	\$126,000	1/04/2019	30/06/2020
108945 – ACT E&TD	ACT Gov Enterprise Information Framework - Discovery Brief	Single Select	Services Delivery	Yes	NTT Australia Digital Pty Ltd	\$79,420	30/01/2019	30/06/2020
2017/12394-02	General Research Software - Licencing Agreement	Single Select	Goods	Yes	Qualtrics LLC	\$154,451	30/04/2020	29/04/2021
10113.220	ACARA/ACT project to explore the operation of the SEA in the ACT	Single Select	Consultancy	Yes	Victoria University (acting through its Centre for International Research on Education Systems)	\$112,000	04/05/2020	03/12/2020
Universal School Support								
10047.110	Economic Modelling	Quotation	Services (non-consultancy)	No	KPMG	\$49,147	04/03/2020	10/10/2020
2015.25552.210	School Sport ACT	Single Select	Services (non-consultancy)	Yes	School Sport ACT	\$367,224	01/01/2020	31/12/2020
School Improvement								
10104.220	Evaluative Thinking COVID-19	Single Select	Consultancy	Yes	Timperley Consultants	\$35,000	07/05/2020	27/10/2021
Student Engagement								
10073.11	Evaluation of Off Campus Flexible Learning Program - Muliyan	Single Select	Services (non-consultancy)	Yes	Griffith University	\$73,590	11/11/2019	30/09/2020

Education Directorate contracts executed in 2018-19 Financial Year and notified to the Contracts Register in 2018-19 Financial Year

Procurement content has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2018 to 30 June 2019 in accordance with Government requirements.

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender	Contractor name	Contract amount	Execution Date	Expiry Date
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Threshold requirements								
Colleges								
28-09-2019	Narrabundah College - Purchase of 120 Litre Rubbish Bins	Quotation	Goods	No	E P Draffin Manufacturing Pty Ltd	\$25,846	28/09/2018	18/12/2018
3008018	Maribymong Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$30,270	30/08/2018	22/02/2019
2932019	Narrabundah College - Outdoor Seating and Tables for S Block	Quotation	Goods	No	Able Landscaping Pty Ltd	\$31,345	29/03/2019	25/06/2019
25-01-2019	Narrabundah College - Internal Baccalaureate Prague Trip 2019	Quotation	Services (non-consultancy)	No	CAS Trips	\$37,219	25/01/2019	05/04/2019
2162019	Narrabundah College - Korea Trip 2019	Quotation	Services (non-consultancy)	No	JTB Australia Pty Ltd	\$48,900	21/06/2019	10/10/2019
2512019	Gunghalin College - Purchase of Smart Boards	Single Select	Goods	Yes	Integrate AV	\$50,765	25/01/2019	18/03/2019
F18190256	Canberra College - Upgrade Level 3 Male and Female Bathrooms	Select	Works	No	Radmo Constructions Pty Ltd	\$84,765	18/06/2019	18/09/2019
High Schools								
132768	Lynham High School - Internal Painting	Single Select	Services (non-consultancy)	Yes	Programmed Property Services	\$25,240	22/04/2019	28/04/2019
IV00000000325	Kingsford Smith School - Year 7 Camp 2019	Quotation	Services (non-consultancy)	No	Away We Go Tours Pty Ltd Canberra	\$25,600	04/03/2019	06/03/2019
12-03-2019	Harrison School - Carpark Refurbishment	Quotation	Works	No	Lockton s Traffic Solutions Pty Ltd	\$28,805	12/03/2019	20/05/2019
2022019	Calwell High School - Year 7 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$30,677	29/10/2018	20/02/2019
190096	Harrison School - Year 5 and 6 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$31,200	13/08/2018	25/09/2019
25-09-19	Harrison School - Year 5 and 6 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$40,248	13/08/2018	27/09/2019
20042019	University of Canberra High School Kaleen - Year 7 camp 2020	Quotation	Services (non-consultancy)	No	Action Learning Initiatives Pty Ltd	\$41,277	24/04/2019	14/02/2020
190349	Caroline Chisholm School - Re-Carpeting of Senior Campus	Quotation	Goods	No	Pikes Flooring Pty Ltd	\$42,910	18/03/2019	19/07/2019
ACTGOVRFQ-11-111	Mount Stromlo High School - Futsal/Hockey Surface	Quotation	Works	No	Sportszone Group Pty Ltd	\$47,884	23/11/2018	29/05/2019
25032019	Campbell High School - Year 7 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$58,905	25/03/2019	27/03/2019
190070	Canberra High School - China Trip 2019	Quotation	Services (non-consultancy)	No	CBT Holidays	\$82,150	22/02/2019	01/10/2019
04062019	Harrison School - Year 8 and 10 Europe Tour 2019	Quotation	Services (non-consultancy)	No	WorldStrides Pty Ltd	\$101,974	04/06/2019	14/10/2019
Primary Schools								
04-09-2019	Duffy Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$26,672	04/09/2018	06/09/2019

180063	Torrens Primary School - Purchase of Chromebooks	Quotation	Goods	No	Good Guys	\$27,121	17/12/2018	07/02/2019
14022019	Forrest Primary School - Year 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	NSW Office of Sport and Recreation	\$27,808	14/02/2019	08/03/2019
23-3-2019	Macgregor Primary School - Supply and Installation of New Playground Equipment	Quotation	Works	No	Playrope Pty Ltd	\$29,233	26/03/2019	13/11/2019
300818	Maribymong Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$30,270	30/08/2018	22/02/2019
7022019	Neville Bonner Primary School - Year 5 and 6 Camp 2019	Quotation	Services (non-consultancy)	No	Away We Go Tours Pty Ltd	\$32,330	05/06/2019	07/06/2019
180257	Weetangera Primary School - Year 5 and 6 School Camp	Quotation	Services (non-consultancy)	No	Away We Go Tours Pty Ltd	\$39,402	20/12/2018	29/03/2019
17-04-2017	Palmerston Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd Canberra	\$40,500	17/04/2019	01/11/2019
18022019	Miles Franklin Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$46,654	18/02/2019	22/02/2019
27092018	Turner Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$47,996	27/09/2018	20/03/2019
20-05-2019	Hughes Primary School and Preschool - New Nature Playgrounds	Single Select	Services (non-consultancy)	Yes	Wellspring Environmental Arts and Design	\$53,824	20/05/2019	22/07/2019
10028.12	Arawang Primary School - Indigenous Garden	Quotation	Works	No	A Better Place Landscapes	\$62,426	10/04/2019	13/09/2019
Digital Strategy, Services and Transformation								
2018ETDTeachAnywhere	Threat Risk Assessment and Security Risk Management Plan for the Education Directorate (ETD) - Digital Transformation, TeachAnywhere Cloud Solution	Quotation	Consultancy	No	Foresight IT Consulting Pty Ltd	\$30,800	21/05/2019	17/06/2019
2019ETDSAS	Threat Risk Assessment and Security Risk Management Plan for the Education Directorate (ETD) - Digital Transformation, School Administration System (SAS) Solution	Quotation	Services (non-consultancy)	No	Foresight IT Consulting Pty Ltd	\$32,340	21/05/2019	21/06/2019
ACTGOVRFQ-1-1081	Services and Support of Education Directorate Apple Products	Quotation	Goods	No	The School Locker	\$77,000	25/06/2019	17/06/2020
Early Childhood Policy & Regulation								
2018-11361	Modelling: Three-Year-Old Preschool and Early Childhood Strategy Partnerships	Quotation	Consultancy	No	Deloitte Access Economics Pty Ltd	\$183,414	04/02/2019	30/06/2019
Enrolments and Planning Branch								

11062019	ACT Education Preschool Education Tool 2019	Quotation	Services (non-consultancy)	No	ESRI Australia Pty Ltd	\$33,000	03/06/2019	31/12/2020
Governance and Community Liaison								
EDU19/266	Restrictive Practices	Quotation	Consultancy	No	WellBeing Edvantage	\$46,136	03/06/2019	20/09/2019
Infrastructure and Capital Works Branch								
EDU-SUST-181128A	Solar Battery Business Case	Quotation	Consultancy	No	IT Power (Australia) Pty Ltd	\$26,730	03/12/2018	21/12/2018
06052019-01	Latham Primary School - Supply and Installation of Playground Softfall	Quotation	Works	No	The Playground People	\$50,000	01/05/2019	05/09/2019
ACTGOVRFQ-1-1042	Lighting Audit and Design Round Two 2019	Quotation	Consultancy	No	John Raineri Pty Ltd	\$67,826	29/04/2019	28/06/2019
14-12-2018	Harrison and Namadgi Schools - Draught Proofing	Single Select	Works	Yes	ACT Building & Maintenance Pty Ltd	\$105,000	17/12/2018	15/01/2019
School Improvement								
18122018	2019 Leadership Conference	Single Select	Services (non-consultancy)	Yes	QT Hotels and Resorts Pty Ltd	\$69,516	18/12/2018	29/03/2019
SFC2019.001-10019.11	Continuation of The Early Years Literacy Initiative 2019	Single Select	Consultancy	Yes	Christine Topfer	\$100,175 Excluding GST	14/02/2019	9/01/2021
Contract Variations						New Contract Amount		
EDU19-1474	East Gunghalin School Planning Project	Quotation	Consultancy	No	Purdon Planning Pty Ltd	\$87,270	18/09/2019	30/06/2020
10036.222	Bulk Recruitment Process	Quotation	Services	No	HorizonOne Recruitment Pty Ltd	\$99,156	09/09/2019	27/01/2020
10018.110	Building Strong, Safe Communities for Learning	Single Select	Services (non-consultancy)	Yes	ThinkPlace	\$150,173	24/01/2019	03/06/2019
10054.222	Provision of Cleaning Industry Machinery and Equipment	Public Tender	Goods	No	Chemworks Pty Ltd	\$430,142	13/03/2020	13/03/2021
81109-NCT-001	Neville Bonner Primary Expansion Stage 4	Public	Works	No	Projex Building Group Pty Ltd	\$4,998,364	19/03/2019	11/03/2020
81108-NCT-001	Gold Creek Primary Expansion Stage 3	Public	Works	No	IQon Pty Ltd	\$7,347,666	15/03/2019	31/01/2020
81460-RFT-001	Molonglo Pre School to Year 10 School with Early Childhood Education Centre (ECEC)	Public	Works	No	Joss Construction	\$58,078,526	23/08/2019	31/01/2022
2017/00987	Demography Services to the ACT Education Directorate	Single Select	Consultancy	Yes	Australian National University	\$80,541	15/02/2019	31/01/2022

Footnotes:

There have been no exemptions from the secure local jobs code requirements under section 22G of the *Government Procurement Act 2001* during the 2019-20 financial year.

For further information contact:

Executive Branch Manager, Strategic Finance and Procurement
(02) 6205 2685

Notifiable Contracts 2020/21 FY as at Jan 2021

Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Schools	200189	Purchase of scientific calculator - Narrabundah College Calculators	Quotation	Goods	No	The Trustee for Abacus Unit Trust t/a Abacus Calculators	\$68,970.00	14/10/2020	14/10/2020
Schools	200201	Student Chromebooks - Weetangera Primary School	Single Select	Goods	Yes	Officeworks Ltd	\$38,703.00	13/10/2020	13/11/2020
Infrastructure and Capital Works	250820MONPS	Monash Primary School – Disability Access Doors	Quotation	Works	No	Terry Enterprises Pty Ltd t/a Smart Shopfronts	\$28,800.00	28/09/2020	27/09/2020
Strategic Finance and Procurement	SFC.2020.011	Business Manager Symposium	Single Select	Services (non-consultancy)	Yes	National Excellence in School Leadership Institute Pty Ltd	\$27,500.00	28/09/2020	06/11/2020
Infrastructure and Capital Works	81492-NCT-004	Design (to the extent specified) and Construction of Campbell Primary School Modernisation	Select Tender	Works	No	Lendlease Building Pty Limited	\$17,050,000	10/09/2020	20/11/2021
Schools	10137.220	University of Canberra High School Kaleen-Year 7 Camp 2021	Single Select	Services (non-consultancy)	Yes	Action Learning Initiatives Pty Ltd	\$46,200.00	02/09/2020	12/02/2021
Schools	10136.220	Southern Cross Early Childhood School - Playground Construction	Quotation	Works	No	C.L Cantrill & M.J Cantrill t/a Artisan Landscapes	\$60,800.00	28/08/2020	27/12/2020
Schools	200303	Telopea Park School - Purchase of Apple iPads	Single Select	Goods	Yes	2U Solutions Pty Limited t/a Fairstar Computer Centres	\$33,540.00	21/08/2020	14/09/2020
Schools	10143.220	Quality Training in Construction Certificate II in Construction Program	Single Select	Services (non-consultancy)	Yes	LJS Construction Pty Ltd	\$132,374.00	19/08/2020	30/11/2020

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Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Infrastructure and Capital Works	41276-NCT-001	East Gungahlin School - Master Planning and Final Sketch Plan Design	Public Tender	Consultancy	No	Clarke Keller Pty Ltd	\$622,666.00	23/07/2020	09/11/2020
Schools	F20210011	Forrest Primary School - Security Upgrades	Quotation	Works	No	Mindal Construction Pty Ltd	\$44,605.00	13/07/2020	13/10/2020
Schools	200158	Hughes Primary School - Interactive Whiteboards Replacements	Single Select	Goods	Yes	Vista Visuals Australia Pty Ltd trading as Link Media Interactive E Products	\$23,067.00	02/02/2020	27/07/2020
Digital Strategy, Services and Transformation	SSICT165	Adobe CCE VIP District Volume Licensing	Quotation	Services (non-consultancy)	No	Campion Education (Aust) Pty Ltd	\$115,368.00	10/09/2020	30/08/2021
Digital Strategy, Services and Transformation	SSICT151/JC16062020	Microsoft Enterprise Licensing Agreement	Single Select	Goods	Yes	Data#3 Limited	\$1,089,717.76	16/07/2020	30/06/2021
Infrastructure and Capital Works	PO2020.011	The Woden School - Supply and Install Swing and Softfall	Quotation	Works	No	Arinya Pty. Limited t/a The Playground People	\$30,000.00	30/10/2020	31/12/2021
Infrastructure and Capital Works	SFC.2021.011	Amaroo Primary School - Calming Space	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$30,883.75	10/11/2020	27/01/2022
Infrastructure and Capital Works	FORP-08092020	Forrest Primary School - Learning Support Unit's Landscaping and Fencing Works	Quotation	Works	No	DIGZ Construction Pty Ltd	\$38,280.00	20/07/2020	31/03/2021
Infrastructure and Capital Works	81460-NCT-003	Building Engineering Review Consultant - Molonglo P-10 School	Public Tender	Consultancy	No	AECOM Australia Pty Ltd	\$49,410.00	28/07/2020	20/07/2024

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Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Infrastructure and Capital Works	81002-NCT-003	Building Engineering Review Consultant - Throsby Primary School	Public Tender	Consultancy	No	Engineered Solutions for Building Sustainability Pty Ltd	\$51,389.24	28/07/2020	20/07/2024
Infrastructure and Capital Works	81014-NCT-002	Building Engineering Review Consultant - Franklin Primary School	Public Tender	Consultancy	No	Engineered Solutions for Building Sustainability Pty Ltd	\$51,938.04	28/07/2020	20/07/2024
Infrastructure and Capital Works	81492-NCT-002	Building Engineering Review Consultant - Campbell Primary School	Public Tender	Consultancy	No	AECOM Australia Pty Ltd	\$66,597.30	28/07/2020	20/07/2024
Infrastructure and Capital Works	20062020C HAPPS	Chapman Primary School Economic Modelling - Staffroom Upgrade	Quotation	Works	No	B & R Building Pty Ltd	\$160,000.00	17/07/2020	16/07/2021
Infrastructure and Capital Works	81480-NCT-01	Supply Relocatable Learning Units x2 with Full Sustainable Enhancements	Public Tender	Works	No	Eastern Portable Buildings Pty Ltd	\$1,172,214.00	07/09/2020	31/03/2021
Infrastructure and Capital Works	81480-NCT-02	Supply Relocatable Learning Units and Relocatable Toilet Units 2020-21	Public Tender	Works	No	BRB Modular Pty Ltd t/a Fleetwood	\$5,473,274.17	07/09/2020	31/03/2021
Universal School Support	10122.220	Quality Training in Construction Certificate II in Construction Program	Single Select	Services (non-consultancy)	Yes	LJS Constructions Pty Ltd	\$168,652.00	19/06/2020	23/10/2020
Schools	5022020	The Canberra College Science Preparation Area Refurbishment	Quotation	Works	No	M&M Kitchens and Joinery Pty Ltd	\$48,260.30	06/11/2019	27/03/2020

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Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Schools	200289	Harrison School - Purchase of Cleaning Industry Machinery	Quotation	Goods	No	DRB Holdings Pty Ltd t/a RapidClean DRB	\$36,300.00	05/06/2020	10/06/2020
Schools	200087	Wanniassa School Junior - Concrete Rectification Works	Single Select	Works	Yes	Contour Constructions (ACT) Pty Ltd	\$40,143.51	13/05/2020	30/06/2020
Schools	200218	Harrison School - Replacement of Softfall Rubber in Preschool Unit	Quotation	Works	No	Tuff Group Pty Ltd t/a Your Outdoor Space	\$82,500.00	30/04/2020	12/06/2020
Schools	200219	Harrison School - Supply New Flooring to Library	Single Select	Works	Yes	B Brands & PJ Stewart t/a Budget Carpet Care	\$83,996.00	30/04/2020	12/06/2020
Schools	13320	Miles Franklin Primary School - Purchase of Chromebooks	Quotation	Goods	No	The Trustee for Fyshwick Superstore No 2 Trust t/a Harvey Norman AV/IT Superstore Fyshwick	\$27,965.00	13/03/2020	13/03/2020
Schools	190144	Fadden Primary School - Year 5 and 6 Camp 2020	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$28,035.00	05/02/2020	10/02/2020
Schools	04052020W EETPS	Weetangera Primary School - Irrigation Master Valve Upgrade	Quotation	Works	No	CityWide Service Solutions Pty Ltd	\$36,074.50	03/06/2020	17/06/2021
Infrastructure and Capital Works	KLNH-10062020	University of Canberra Kaleen High - Gym Lighting Upgrade	Quotation	Works	No	IQON Pty Ltd	\$29,717.05	18/11/2019	31/12/2020
Service Design and Delivery	ED2190220	School Youth Health Nurse Co - Design Process	Single Select	Consultancy	Yes	ThinkPlace Australia Pty Ltd	\$54,875.00	07/11/2019	31/11/20
Schools Cleaning Services	1920-082	Hand Sanitisers to ACT Public Schools	Quotation	Goods	No	Chemworks Pty Ltd	\$33,792.00	26/03/2020	02/04/2020

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Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Strategic Policy	10113.220	My School Data - Explore the Operation of the Socio-Economic Advantage in the ACT	Single Select	Consultancy	Yes	Victoria University	\$112,500.00	04/05/2020	03/12/2020
Strategic Policy	10112.220	Trauma Informed Training for the ACT's Early Childhood Education and Care (ECEC) Sector	Quotation	Services (non-consultancy)	No	Australian Childhood Foundation	\$192,383.00	07/12/2020	27/07/2021
Universal School Support	20022020	Teaching Young Children English in Multilingual Contexts	Single Select	Services (non-consultancy)	Yes	Lexis Education Pty Ltd	\$26,675.00	16/03/2020	19/03/2020
Schools	2018-07763	2018 School Climate Survey Analysis and Research	Contract Variations - Single Select	Services (non-consultancy)	Yes	The Australian National University	\$326,008.12	30/06/2018	30/06/2021
Schools	81014-NCT-001	Franklin Early Childhood School Expansion Design (to the Extent Specified) and Construction	Contract Variations - Public Tender	Works	No	Built Pty Ltd	\$23,915,519.00	10/09/2020	31/07/2022
Schools	10156.220	Telopea Park School - Principal Recruitment	Quotation	Services (non-consultancy)	No	JFE Global Pty. Ltd. trading as Fisher Leadership	\$26,400.00	21/12/2020	29/01/2021
Schools	200375	Caroline Chisholm School - Metalwork Gym Renovations	Quotation	Works	No	Colda Constructions Pty Ltd	\$29,605.40	17/11/2020	04/12/2020
Schools	200102	University of Canberra High School Kaleen-Year 7 Camp 2021	Single Select	Services (non-consultancy)	Yes	Action Learning Initiatives Pty Ltd	\$46,200.00	10/02/2021	12/02/2021
Schools	133347	Lyneham High School - Year 8 Wombaroo Camp	Quotation	Services (non-consultancy)	No	The Outdoor Education Group	\$94,875.00	17/12/2020	13/10/2021

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Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Schools	200118	Aranda Primary School - Chromebook Program	Single Select	Goods	No	Learning with Technologies Pty Ltd	\$33,627.00	15/10/2020	18/12/2021
Analytics and Evaluation	10158.220	National Student Wellbeing Project	Single Select	Services (non-Consultancy)	Yes	Australian National University	\$83,603	04/01/2021	03/04/2021
Digital Strategy, Services and Transformation	2020.188145.210	Provision of Chromebooks and Associated Support Services for the Education Directorate 2021	Public	Goods	Yes	Datacom	\$9,125,388	23/12/2020	23/12/2024
Infrastructure and Capital Works	011120KPS	Kaleen Primary School - Classroom Upgrade	Quotation	Works	No	Colda Constructions Pty Ltd	\$28,957.50	07/12/2021	15/01/2021
Infrastructure and Capital Works	81014-NCT-004	Franklin Early Childhood School - Small Group Program	Single Select	Works	Yes	IQON Pty Ltd	\$36,887.00	07/01/2021	08/06/2021
Infrastructure and Capital Works	271120CHS	Calwell High School - Classroom Upgrade	Quotation	Works	No	Rork Projects Pty Ltd	\$77,872.13	15/01/2021	15/01/2022
Infrastructure and Capital Works	300720CAPMPS	Maribyrnong Primary School - Classroom Upgrade	Quotation	Works	No	MBS FM Pty Ltd	\$90,000.00	15/01/2021	15/01/2022
Infrastructure and Capital Works	CSSS27112020	Cranleigh School - Gate Swipe Access	Quotation	Works	No	Sapio Pty Ltd	\$97,195.12	04/11/2020	01/12/2021
Infrastructure and Capital Works	SFC.2021.013	Charles Conder Primary School - Classroom Expansion	Quotation	Works	No	IQON Pty Ltd	\$106,861.76	01/12/2020	31/01/2022
Infrastructure and Capital Works	SFC.2020.017	Margaret Hendry Primary School - Educational Furniture	Single Select	Goods	Yes	Beparta Pty Ltd	\$127,323.62	09/12/2020	31/03/2021
Infrastructure and Capital Works	CB LH-03112020	Campbell High School - Outdoor Learning Area and Landscape	Quotation	Works	No	Colda Constructions Pty Ltd	\$141,269.40	18/12/2020	31/03/2021

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Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Infrastructure and Capital Works	29102020	Black Mountain School - Supply and install shade structures, soft falls and fencing works for play areas	Quotation	Works	No	IQON Pty Ltd	\$141,645.90	26/10/2020	31/03/2021
Infrastructure and Capital Works	291120UCK HS	University of Canberra Kaleen High School - Small Group Learning Area Modifications	Single Select	Works	Yes	Shape Australia Pty Limited	\$ 193,222.80	10/12/2020	09/12/2021
Infrastructure and Capital Works	271120UCK HS	University of Canberra Kaleen High School - Outdoor Courtyard Upgrade	Single Select	Works	Yes	Shape Australia Pty Limited	\$194,265.26	10/12/2020	15/01/2022
Infrastructure and Capital Works	101120WEE TPS	Weetangera Primary School - Classroom & Courtyard Upgrade	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$199,184.00	15/01/2021	15/01/2022
Infrastructure and Capital Works	41276-NCT-001	East Gungahlin School - Master Planning and Final Sketch Plan Design	Public tender	Works	No	CK Architecture	\$622,666.00	23/07/2020	09/11/2020
Strategic Finance and Procurement	SF.2020.012	Provision of School Uniforms for Evelyn Scott School	Quotation	Goods	No	The School Locker	\$0.00	10/10/2020	09/10/2022
Strategic Finance and Procurement	SF.2020.014	Provision of School Uniforms to Various ACT Public Schools	Single Select	Goods	Yes	REDZ Workwear Pty. Ltd. trading as Workin' Gear Schools	\$0.00	20/01/2021	19/01/2023
Learning and Wellbeing Policy and Design	10166.220	Engoori Student Leadership Program	Single Select	Services (non-consultancy)	Yes	MurriMatters Pty Ltd	\$50,000.00	01/02/2021	18/04/2022
Infrastructure and Capital Works	SFC.2021.001	Telopea Park School – Urgent Roof Upgrade Due to Storm Damage	Quotation	Works	No	Delnas Metal Roofing Pty Ltd	\$64,999.00	13/01/2021	01/02/2022

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Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
Infrastructure and Capital Works	MAWP-22122020	Mawson Primary School – LED Signage	Single Select	Works	Yes	Singpro Australia Pty Ltd	\$49,062.20	16/12/2020	29/01/2021
Infrastructure and Capital Works	MAJP-07122020	Majura Primary School – Junior Play Area Fence	Quotation	Works	No	Northern Fencing Specialist Pty Ltd	\$39,511.00	08/12/2020	28/01/2021

Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date	Comments
Infrastucture and Capital Works	RDHP-30072020	Red Hill Primary School - Oval Chain Wire Fence	Quotation	Works	No	Northern Fencing Specialist Pty Ltd	\$31,460.00	14/09/2020	23/12/2020	1. No contract on Tenders ACT. https://tenders.act.gov.au/contract/view?id=187902
Schools	10157.210	Calwell High School - Year 7 Camp 2021	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$30,960.00	13/10/2020	31/03/2021	1.No contract on the contract register. 2 https://tenders.act.gov.au/contract/view?id=188239
Strategic Finance and Procurement	10123.221	School Book Packs for 2021	Single Select	Goods	Yes	Complete Office Supplies (COS)	Contract Price is Based on Supplier Pricing Schedule	TBA	TBA	no data & contract available on Tenders ACT.
Schools	31219	Gungahlin College - Year 12 Formal	Single Select	Services (non-consultancy)	Yes	Ginger Catering	\$32,667.00	03/12/2019	09/12/2019	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. No contract upload on contract register. 3. https://tenders.act.gov.au/contract/view?id=187600
Schools	2102019	Gungahlin College - Library Automatic Door Installation	Single Select	Works	No	Quattro Building Services (ACT) Pty Ltd	TBA	TBA	TBA	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. no data & contract available on Tenders ACT.
Schools	IV000000035	Kingsford Smith School - Year 7 Camp 2020	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	TBA	TBA	TBA	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. no data & contract available on Tenders ACT.

Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date	Comments
Schools	1052020	Lanyon High School - Rectification of Trip Hazards and Lawn Replacement	Single Select	Works	Yes	Martin K Renner and Maarit H Renner t/a Cityscape Interiors	\$42,278.18	27/04/2020	22/05/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. No contract on Tenders ACT. https://tenders.act.gov.au/contract/view?id=187576
Schools	306220	Harrison School - Covered Walkways	Quotation	Works	No	MBS FM Pty Ltd	TBA	TBA	TBA	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21 2. no data & contract available on Tenders ACT.
Schools	MTRP001	Mount Rogers Primary School - Spence Preschool Metal Shade Structure	Quotation	Works	No	Premier Metal Works	\$27,993.40	21/01/2020	03/04/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21 2. No contract upload on Tenders ACT. https://tenders.act.gov.au/contract/view?id=187580
Schools	190224	Weetanger a Primary School - Purchase of School Furniture	Single Select	Goods	Yes	R.E. Batger Pty Ltd	\$29,647.20	03/11/2019	31/01/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21 2. No contract upload the Tenders ACT. https://tenders.act.gov.au/contract/view?id=187579
Schools	24112019	Curtin Primary School - Senior Playground Sensored	Single Select	Works	Yes	Copa Enterprises Pty Ltd t/a Dan & Dan Landscaping	\$29,755.00	24/11/2019	31/07/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21 2. No contract upload the Tenders ACT. https://tenders.act.gov.au/contract/view?id=187574

Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date	Comments
		ry Garden								
Schools	10065.110	Hughes Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	TBA	TBA	TBA	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21 2. no data & contract available on Tenders ACT.
Schools	11032020	Miles Franklin Primary School - Year 5 and 6 Camp 2020	Single Select	Services (non-consultancy)	Yes	Sport and Recreation Pty Ltd	\$37,494.10	11/03/2020	15/03/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. No contract upload on Tenders ACT. https://tenders.act.gov.au/contract/view?id=187606
Schools	14022020	Black Mountain School - Replacement of 3 Hydro Therapy Pool Filters and Plumbing Works	Quotation	Works	No	Total Pool Services	\$38,343.35	14/02/2020	22/09/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. No contract upload on Tenders ACT. https://tenders.act.gov.au/contract/view?id=188241
Schools	5112019	Black Mountain School - Replacement of Damaged Carpet in Gym and Hall with Vinyl	Quotation	Works	No	B Brands & PJ Stewart t/a Budget Carpet Care	\$39,577.45	05/11/2019	04/05/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. No contract upload on Tenders ACT. https://tenders.act.gov.au/contract/view?id=187577

Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date	Comments
		Planks								
Schools	7082019	Mona sh Primary School - Year 5 and 6 Camp 2020	Single Select	Services (non-consultancy)	Yes	Sport and Recreational Pty Ltd	\$44,379.60	07/08/2019	26/02/2020	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2. No contract upload on Tenders ACT. https://tenders.act.gov.au/contract/view?id=187912
Governance and Community Liaison	EDU19/1191	Complaints Management Project Consultancy	Quotation	Consultancy	No	Enzyme Group	TBA	TBA	TBA	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21. 2.no data & contract available on Tenders ACT.
Schools Cleaning Services	10054.222	Provision of Cleaning Industry Machinery and Equipment	Contract Variations - Single Select	Goods	Yes	Chemworks Pty Ltd	\$478,537.60	13/03/2020	13/03/2021	1. Contracts executed in 2019-20, but notified to the Contracts Register in 2020-21 2. Tenders ACT - got pdf version for original and Variation 1 but no contract for variation 2. 3. https://tenders.act.gov.au/contract/view?id=184549
Governance and Community Liaison	EDU20/1504	Network Controls review	Professional and Consulting Services Panel	Consultancy	No	PricewaterhouseCoopers consulting (Australia)				
Governance and Community Liaison	EDU20/1504	Curriculum Risk review	Professional and Consulting Services Panel	Consultancy	No	PricewaterhouseCoopers consulting (Australia)				
Governance and Community Liaison	EDU20/1504	Assurance Mapping review	Professional and Consulting Services Panel	Consultancy	No	PricewaterhouseCoopers consulting (Australia)				

Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contract or Name	Contract amount (GST inclusive)	Execution Date	Expiry Date	Comments
Schools	IV00000000325	Kingsford Smith School - Year 7 Camp 2021	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$36,300.00	03/03/2021	05/03/2021	<p>https://tenders.act.gov.au/contract/view?id=184089</p> <p>1. No signed contract on Tenders ACT. 2. the amount in the annual report doesn't match with website.</p>
Schools	202012Y56	Aran da Primary School - Year 5 and 6 Camp	Single Select	Services (non-Consultancy)	Yes	Away We Go Tours Pty Ltd	\$53,583.00	30/11/2020	02/12/2020	<p>https://tenders.act.gov.au/contract/view?id=189315</p> <p>Supplier name on the letter of variation is SGS Economics and Planning Pty Ltd</p>
Schools	103877	Narrabundah College - Formal	Quotation	Services (non-consultancy)	No	Ginger Catering	\$32,120.00	27/11/2020	27/11/2020	<p>https://tenders.act.gov.au/contract/view?id=188872</p> <p>No contract upload on contract register.</p>
School Improvement	SFC.2019.001/10019.110	Continuation of The Early Years Literacy Initiative 2021	Single Select	Consultancy	Yes	Christine Topfer	\$92,000.00	01/01/2021	31/12/2021	<p>1. RITM2401475: Contracts register notification request 11/2/21 2. please note the 2021 contract has duplicated the original contract number/RFQ.</p>
Schools	90181	Caroline Chisholm School - New Junior Campus Student Furniture	Quotation	Goods	No	R.E. Batger Pty Ltd	\$86,464.40	02/11/2020	12/01/2021	<p>No contract upload the Tenders ACT.</p> <p>https://tenders.act.gov.au/contract/view?id=189765</p>

ID	Contract or ID	Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Total amount	Execution Date	Expiry Date
1	1	Colleges	15102019	Narrabundah College - Purchase of Calculators	Single Select	Goods	Yes	Abacus Calculators	\$46,420		18/10/2019	18/10/2019
2	2	Digital Strategy, Services and Transformation	EDU20/557	Salesforce System Integration for COVID-19	Single Select	Services (non-consultancy)	Yes	Accenture Pty Ltd	\$361,071		10/05/2020	09/05/2021
3	3	Infrastructure and Capital Works Branch	17042020 - Black Mountain	Black Mountain School - COVID 19 Stimulus Package - Swipe Access	Single Select	Works	Yes	ACT Building and Maintenance Pty Ltd	\$30,000		20/04/2020	17/06/2020
4	4	High Schools	6112019	Telopea Park School - New Caledonia School Excursion 2019	Single Select	Services (non-consultancy)	Yes	Aircalin New Caledonia	\$34,270		06/11/2019	14/11/2019
5	5	School Cleaning Services Team	10054.220	Provision of Corporate Uniforms for ACT Schools Cleaning Services Branch	Single Select	Goods	Yes	Andrews Corporate Clothing Pty Ltd	\$160,000		12/12/2019	11/12/2020
6	6	Infrastructure and Capital Works Branch	04-17012020	Wanniassa Primary School - Community Hub	Single Select	Works	Yes	ARIS Building Services	\$65,867		20/04/2020	08/06/2021
7	7	Systems and Policy Reform	2018/07763	Project 2018 School Climate Survey Analysis and Research	Single Select	Consultancy	Yes	Australian National University	\$160,000		1/07/2019	30/06/2022
8	8	Primary Schools	10065.110	Hughes Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$31,900		04/11/2019	06/11/2019
9	9	Infrastructure and Capital Works Branch	200219	Harrison School - COVID 19 Stimulus Works	Single Select	Works	Yes	B Bands and P.J Stewart Budget Carpet Care	\$83,996		23/04/20	23/07/20
10	10	Infrastructure and Capital Works Branch	190004 and 190005	Arawang Primary School - COVID 19 Stimulus Package - Shade Structure Over Junior Playground Equipment	Single Select	Works	Yes	Betta Canvas and Shade Solutions	\$27,500		28/01/2020	14/05/2020
11	11	Infrastructure and Capital Works Branch	20201205	Macquarie Primary School - Screens - COVID 19 Stimulus Works	Single Select	Works	Yes	Binutti Constructions Pty Ltd	\$25,083	\$234,331	12/05/2020	17/06/20
12	11	Infrastructure and Capital Works Branch	202001404	Hughes Primary School - COVID 19 Stimulus Package - Softfall Replacement/Repair	Single Select	Works	Yes	Binutti Constructions Pty Ltd	\$84,526		14/04/2020	21/04/2021
13	11	Infrastructure and Capital Works Branch	202001504	Woden School - COVID 19 Stimulus Package - Multi Sport/Multipurpose Play Surface with Cross and Circuit Fitness	Single Select	Works	Yes	Binutti Constructions Pty Ltd	\$124,722		15/04/2020	21/04/2021
14	12	Infrastructure and Capital Works Branch	EDU20200416-SYNS53106	The Woden School - COVID 19 Stimulus Package - Supply of Sustainable and Australian Manufactured Furniture	Single Select	Goods	Yes	BizFurn Express Australia (Trading as BFX)	\$40,809		17/04/2020	30/06/2020
15	13	Infrastructure and Capital Works Branch	KLNP - 2042020	Kaleen Primary School - COVID 19 Stimulus Package - Shade Sails and Seats	Single Select	Works	Yes	Brindabella Contractors Pty Ltd	\$67,960	\$224,853	08/04/2020	12/06/2020
16	13	Infrastructure and Capital Works Branch	01-17042020	Richardson Primary School - Landscape Upgrade	Single Select	Works	No	Brindabella Contractors Pty Ltd	\$77,790		17/04/2020	08/06/2021
17	13	Infrastructure and Capital Works Branch	DCKC - 2042020	Dickson College - COVID 19 Stimulus Package - Shade Sails and Seats	Single Select	Works	Yes	Brindabella Contractors Pty Ltd	\$79,103		08/04/2020	12/06/2020
18	14	Digital Strategy, Services and Transformation	EDUDSST-133	Two - Month Extension of the Directorates Adobe ETLA	Single Select	Goods	Yes	Campion Education (Aust) Pty Ltd	\$33,540		31/05/2020	31/07/2020
19	15	Colleges	190408	Dickson College - Shelving for Library Upgrade	Single Select	Goods	Yes	CEI Pty Ltd Trading as Raeco International	\$25,016		18/11/2019	24/02/2020
20	16	School Cleaning Services Team	10117.220	Hand Sanitiser to ACT Public Schools	Single Select	Goods	Yes	Chemworks Pty Ltd	\$481,360		29/06/2020	07/08/2020
21	17	Digital Strategy Services and Transformation	LSM0688EDU	School Administration System (MAZE)	Single Select	Goods	Yes	Civica Education Pty Ltd	\$95,971		30/12/2019	31/12/2020
22	18	Infrastructure and Capital Works Branch	CWHS - PO2019017	Calwell High School - Heat Mitigation Work	Single Select	Works	Yes	Cobul Construction	\$51,810	\$796,746	28/11/2019	31/01/2021
23	18	Infrastructure and Capital Works Branch	17042020 - FLOREY	Florey Primary School - COVID 19 Stimulus Package - Classroom Doors and Staffroom Acoustics	Single Select	Works	Yes	Colda Construction Pty Ltd	\$100,000		20/04/2020	17/06/2020
24	18	Infrastructure and Capital Works Branch	EVTP - 21042020	Evatt Primary School - COVID 19 Stimulus Package - New Carpet and Painting	Single Select	Works	Yes	Colda Construction Pty Ltd	\$111,613		08/04/2020	12/06/2020
25	18	Infrastructure and Capital Works Branch	CRN - 15042020	Cranleigh School - COVID 19 Stimulus Package - Supply and Installation of Shade Sails and Heaters	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$31,086		20/04/2020	10/06/2020

26	18	Infrastructure and Capital Works Branch	11122019 - Palmerston	Palmerston Primary School - 2019 Classroom Upgrade for 2020 Enrolments	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$51,644		06/01/2020	31/01/2020
27	18	Infrastructure and Capital Works Branch	16042020	Chamwood-Dunlop School - COVID 19 Stimulus Package - Landscaping	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$54,081		12/04/2020	20/06/2020
28	18	Infrastructure and Capital Works Branch	ARWP - 16042020	Arawang Primary school - COVID 19 Stimulus Package - Irrigation Works to Preschool	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$70,440		20/04/2020	12/06/2020
29	18	Infrastructure and Capital Works Branch	20012020	Lyneham Primary School - Conversion of Art Room to 2 Classrooms	Single Select	Works	No	Colda Constructions Pty Ltd	\$81,423		13/12/2019	31/03/2020
30	18	Infrastructure and Capital Works Branch	CLWP - 16042020	Calwell Primary School - COVID 19 Stimulus Package - Erosion Landscape	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$96,721		09/04/2020	12/06/2020
31	18	Infrastructure and Capital Works Branch	25112019 - Mt Rogers PS	Mt Rogers Primary School - Music Room Upgrade to Small Group Unit Learning Room	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$147,928		20/11/2019	26/02/2020
32	19	Infrastructure and Capital Works Branch	17042020 - WEETPS	Weetangera Primary School - COVID 19 Stimulus Package - Outdoor Basketball/Sports Upgrade	Single Select	Works	Yes	Contour Constructions	\$144,790		20/04/2020	17/06/2020
33	20	Digital Strategy, Services and Transformation	EDU19-1780	Copyright Licence for Schools	Single Select	Services (non-consultancy)	Yes	Copyright Agency Ltd	\$652,068		01/01/2020	31/12/2020
34	21	Colleges	10051.221	Erindale College - Visible Learning	Single Select	Consultancy	Yes	Corwin Press Australian Pty Ltd	\$109,010		31/07/2019	13/10/2020
35	22	Infrastructure and Capital Works Branch	01-17042020	Wanniassa Senior and Junior Schools - Landscaping Works	Single Select	Works	Yes	Dan and Dan Landscaping Pty Ltd	\$114,162		20/04/2020	08/06/2021
36	23	Digital Strategy, Services and Transformation	SSICT151/JC160 62020	Microsoft Enterprise Licensing Termly Agreement	Single Select	Goods	Yes	Data#3 Limited	\$1,089,718		07/07/2020	30/06/2021
37	24	Digital Strategy, Services and Transformation	10096.110	Supply of Chromebooks for COVID-19	Single Select	Goods	Yes	Datacom Pty Ltd	\$1,415,000		01/05/2020	20/4/2021
38	25	Colleges	190171	Canberra College - Vanuatu Trip 2019	Single Select	Services (non-consultancy)	Yes	Dive Adventures	\$49,305		03/08/2019	19/10/2019
39	26	Digital Strategy, Services and Transformation	SCINV00004967	SCISWeb	Single Select	Goods	Yes	Education Services Australia Pty Ltd	\$45,521		1/1/2020	31/12/2020
40	27	Infrastructure and Capital Works Branch	EDSTM -200121 -25052020	Mawson Primary School - COVID 19 Stimulus Funding - Plumbing Works	Single Select	Works	No	Enhanced Plumbing	\$25,826		21/04/2020	30/06/2020
41	28	Strategic Finance and Procurement	10118.110	Additional TM1 Licences for School Projects	Single Select	Goods	Yes	Excelerated Consulting Pty Ltd	10118.110			Additional TM1 Licences for School Projects Single Select
42	29	Colleges	16919	University of Canberra Lake Ginninderra College - New Zealand Excursion 2019	Single Select	Services (non-consultancy)	Yes	Flight Centre Group Travel Limited	\$62,038		08/08/2019	27/09/2019
43	30	Digital Strategy, Services and Transformation	EDU20/443/09	BigData Services for Google platforms for COVID-19	Single Select	Services (non-consultancy)	Yes	Geeks on Tap Pty Ltd	\$36,385	\$196,385	10/05/2020	09/05/2021
44	30	Digital Strategy, Services and Transformation	10111.110	Google Suite for Education - Enterprise for COVID-19	Single Select	Goods	Yes	Geeks on Tap Pty Ltd	\$160,000			05/05/2020
45	31	Colleges	091219	Gunghalin College - Year 12 Formal	Single Select	Services (non-consultancy)	Yes	Ginger Catering	\$34,800	\$78,690	09/12/2019	09/12/2019
46	31	Colleges	14122019	Dickson College - Year 12 Formal 2019	Single Select	Services (non-consultancy)	Yes	Ginger Catering at National Arboretum Canberra	\$43,890			03/12/2019
47	32	Infrastructure and Capital Works Branch	17042020 - DPS	Duffy Primary School - COVID 19 Stimulus Package - Oval Upgrade/Irrigation Works	Single Select	Works	Yes	Green Options	\$166,210		20/04/2020	17/06/2021
48	33	Student Engagement	10073.11	Evaluation of Off Campus Flexible Learning Program - Muliyan	Single Select	Services (non-consultancy)	Yes	Griffith University	\$73,590		11/11/2019	30/09/2020
49	34	Infrastructure and Capital Works Branch	16042020-1	Canberra High School - COVID 19 Stimulus Works	Single Select	Works	Yes	Hawker Roofing Pty Ltd	\$67,617		15/04/2020	15/07/20
50	35	Infrastructure and Capital Works Branch	16042020	Melba Copland Secondary School - COVID 19 Stimulus Works	Single Select	Works	Yes	Higgins Coatings Pty Ltd	\$26,840		15/04/2020	15/07/2020
51	36	Digital Strategy Services and Transformation	SFC.2020.002	Services Related to Records Management Systems	Single Select	Services (non-consultancy)	Yes	iCognition Pty Ltd	\$149,118		20/02/2020	20/08/2020
52	37	High Schools	21819	Telopea Park School - Band Tour France 2020	Single Select	Services (non-consultancy)	Yes	Intercultural Consultancy Group Pty Ltd	\$94,000		23/08/2019	29/11/2020

53	38	Infrastructure and Capital Works Branch	01-17012020	Taylor Primary School - Outdoor Learning Environment	Single Select	Works	Yes	IQON Pty Ltd	\$155,756	\$338,182	22/04/2020	08/06/2021
54	38	Infrastructure and Capital Works Branch	17042020 - WHPS	Wanniassa Hills Primary School - COVID 19 Stimulus Package - Special Group Unit	Single Select	Works	Yes	IQON Pty Ltd	\$182,426		20/04/2020	17/06/2020
55	39	Infrastructure and Capital Works Branch	150420	Margaret Hendry School - COVID-19 Stimulus Works Package - Playground Structure and Landscaping	Single Select	Works	Yes	Joss Facility Management	\$25,107		15/04/2020	10/06/2020
56	40	Primary Schools	5819	Yarralumla Primary School - Purchase of Interactive Whiteboards	Single Select	Goods	Yes	Link Media	\$106,359		05/07/2019	05/08/2024
57	41	Infrastructure and Capital Works Branch	17042020	Mt Rogers Primary School - COVID 19 Stimulus Works - Bike and Equipment Shed	Single Select	Works	Yes	MBS FM Pty Ltd	\$44,357	\$82,063	20/04/2020	17/06/2020
58	41	Infrastructure and Capital Works Branch	17042020 - PALMPS	Palmerston Primary School - COVID 19 Stimulus Package - Door Handle and Amenity Tap Upgrade/Replacement. Disability Access	Single Select	Works	Yes	MBS FM Pty Ltd	\$37,706		20/04/2020	17/06/2020
59	42	Infrastructure and Capital Works Branch	F19200946	Garran Primary School - COVID 19 Stimulus Package - Asbestos Removal, Office Upgrades	Single Select	Works	Yes	Monarch Building Solutions Pty Ltd	\$123,035	\$807,466	24/04/2020	24/07/2020
60	42	Infrastructure and Capital Works Branch	F19200937	Latham Primary School - School Works Upgrade - COVID 19 Stimulus Package 2020	Single Select	Works	Yes	Monarch Building Solutions Pty Ltd	\$190,938		23/04/2020	23/07/2020
61	42	Infrastructure and Capital Works Branch	F19200948	Lanyon High School - COVID 19 Stimulus Package - Administration Office Upgrade	Single Select	Works	Yes	Monarch Building Solutions Pty Ltd	\$493,493		24/04/2020	24/07/2020
62	43	Infrastructure and Capital Works Branch	17042020 - GIRALANG	Giralang Primary School - COVID 19 Stimulus Package - Irrigation and Sensory Garden Fencing	Single Select	Works	Yes	MSJ Plumbing Group Pty Ltd	\$45,000		20/04/2020	17/06/2020
63	44	Infrastructure and Capital Works Branch	EDSTM-200120-25052020	Mawson Primary School - COVID 19 Stimulus Funding - Internal Painting	Single Select	Works	Yes	Murphy Bros Painting Services	\$141,350		21/04/2020	30/06/2020
64	45	Infrastructure and Capital Works Branch	TUGC - 23042020	Tuggeranong College - Partial Replacement of the Existing Fence	Single Select	Works	Yes	Northern Fencing Specialist Pty Ltd	\$34,705		14/04/2020	31/10/2020
65	46	Primary Schools	25112019	Margaret Hendry School - Purchase of Furniture	Single Select	Goods	Yes	NorvaNivel	\$52,000		25/11/2019	31/01/2020
66	47	Systems and Policy Reform	108945 - ACT E&TD	ACT Government Enterprise Information Framework - Roadmap and Implementation Plan	Single Select	Services (non-consultancy)	Yes	NTT Australia Digital Pty Ltd	\$39,699	\$178,684	01/07/2019	30/06/2020
67	47	Systems and Policy Reform	108945 - ACT E&TD	ACT Government Enterprise Information Framework - Enterprise Information	Single Select	Services (non-consultancy)	Yes	NTT Australia Digital Pty Ltd	\$59,565		01/07/2019	30/06/2020
68	47	Systems and Policy Reform	108945 - ACT E&TD	ACT Gov Enterprise Information Framework - Discovery Brief	Single Select	Services Delivery	Yes	NTT Australia Digital Pty Ltd	\$79,420		30/01/2019	30/06/2020
69	48	Digital Strategy, Services and Transformation	10098.110	ContentKeeper Mobile Virtual Appliance for COVID-19	Single Select	Goods	Yes	Open Systems Australia Pty Ltd	\$69,300		11/05/2020	10/05/2021
70	49	Infrastructure and Capital Works Branch	012507	Majura Primary School - COVID 19 Stimulus Works	Single Select	Works	Yes	Phillips Landscapes	\$81,680		15/04/2020	15/07/20
71	50	Governance and Community Liaison	EDU19/1545	Records Management Audit	Single Select	Consultancy	Yes	Price Waterhouse Coopers	\$31,364	\$197,346	12/07/2019	30/08/2019
72	50	Governance and Community Liaison	EDU19/2442	Leisure Centre FBT Advice	Single Select	Consultancy	Yes	Price Waterhouse Coopers	\$47,000		31/01/2020	01/05/2020
73	50	Governance and Community Liaison	EDU19/2382	HPE Review	Single Select	Consultancy	Yes	Price Waterhouse Coopers	\$60,982		31/01/2020	30/04/2020
74	50	Digital Strategy, Services and Transformation	EDUDSST-122	Provision of assurance services to further support the SAS Project	Single Select	Services	Yes	Price Waterhouse Coopers	\$58,000.00		01/03/2020	30/02/2021
75	51	High Schools	05-12-2019	Canberra High School - Internal Painting	Single Select	Services (non-consultancy)	Yes	Programmed Property Services Pty Ltd	\$30,408		13/01/2020	20/01/2020

76	52	Systems and Policy Reform	2017/12394-02	General Research Software - Licencing Agreement	Single Select	Goods	Yes	QualtricsLLC	\$154,451	\$413,831	30/04/2020	29/04/2021
77	52	Digital Strategy, Services and Transformation	2015.21681.220	Web-based Application for Workplace Learning in ACT Public High Schools and Colleges	Single Select	Goods	Yes	QuantumIT Pty Ltd	\$259,380		09/04/2020	10/10/2020
78	53	Infrastructure and Capital Works Branch	17042020 - MACGREGOR	Macgregor Primary School -COVID 19 Stimulus Package - Remediation and Landscaping	Single Select	Works	Yes	Rilack landscapes Pty Ltd	\$100,000		20/04/2020	17/06/2020
79	54	Primary Schools	18052020	Farrer Primary School - Landscaping and Irrigation	Single Select	Works	Yes	Scenic Living	\$30,206		18/05/2020	19/06/2020
80	55	Universal School Support	2015.25552.210	School Sport ACT	Single Select	Services (non-consultancy)	Yes	School Sport ACT	\$367,224		01/01/2020	31/12/2020
81	56	Digital Strategy, Services and Transformation	EDU20/618	Screenstify Unlimited	Single Select	Goods	Yes	Screenstify LLC of Chicago	\$91,444		04/06/2020	03/06/2021
82	57	Infrastructure and Capital Works Branch	15042020-01 and 20042020-01	Harrison School - Thermal Improvements to Dampers (Building Envelope)	Single Select	Goods	Yes	Sign World (ACT) Pty Ltd	\$33,170		20/04/2020	30/06/2020
83	58	Infrastructure and Capital Works Branch	17042020	Wanniassa Senior and Junior Schools - Double Sided Electronic Signage	Single Select	Works	Yes	SignPAC	\$63,196		24/04/2020	08/06/2021
84	59	Infrastructure and Capital Works Branch	CLW - 16042020	Calwell High School - COVID 19 Stimulus Package - Digital Signage	Single Select	Works	Yes	Singpro Australia Pty Ltd	\$27,115		09/04/2020	10/06/2020
85	60	Systems and Policy Reform	2018.297.210	ACT School Leavers - Longitudinal Survey	Single Select	Consultancy	Yes	Social Research Centre	\$126,000		1/04/2019	30/06/2020
86	61	Digital Strategy, Services and Transformation	64169	Oliver Support for 12 months to October 2020	Single Select	Services (non-consultancy)	Yes	Softlink Australia Pty Ltd	\$121,310	\$175,223	28/08/2019	31/10/2020
87	61	Digital Strategy, Services and Transformation	64169	Overdrive 12-month renewal	Single Select	Services (non-consultancy)	Yes	Softlink Australia Pty Ltd	\$53,913		20/5/2020	21/5/2021
88	62	Infrastructure and Capital Works Branch	81018-NCT-002	City & Gateway Phase 1 - Master Planning	Single Select	Consultancy	Yes	SQC Architecture	\$163,553		08/05/2020	30/06/2020
89	63	Infrastructure and Capital Works Branch	EDSTM-200118-25052020	Mawson Primary School - COVID 19 Stimulus Funding - Refurbishment of Classrooms	Single Select	Works	Yes	Straight Up Joinery	\$58,807		21/04/2020	30/06/2020
90	64	Infrastructure and Capital Works Branch	2025091	Lanyon High School - Auto Door Airlocks	Single Select	Works	Yes	Terry Enterprises Pty Ltd Trading as Smart Shopfronts	\$190,000		25/05/2020	30/06/2021
91	65	Digital Strategy, Services and Transformation	EDUDSST-0100	Read&Write for Google Subscription for the ACT Education Directorate	Single Select	Services (non-consultancy)	Yes	Texthelp Pty Ltd	\$161,179		1/11/2019	31/10/2021
92	66	Office of the Board of Senior Secondary Studies	10100.220	Psychometrician Support for COVID-19 Response	Single Select	Services (non-consultancy)	Yes	The Australian Council for Education Research Limited (ACER)	\$61,930		04/05/2020	30/06/2020
93	67	Infrastructure and Capital Works Branch	ARAP - 16042020	Aranda Primary School - COVID 19 Stimulus Package - Softfall Replacement	Single Select	Works	Yes	The Playground People	\$88,896		20/04/2020	30/06/2020
94	68	School Improvement	10104.220	Evaluative Thinking COVID-19	Single Select	Consultancy	Yes	Timperley Consultants	\$35,000		07/05/2020	27/10/2021
95	69	Systems and Policy Reform	2016/08987	Baseline Assessment Program (Kindergarten) 2020	Single Select	Services (non-consultancy)	Yes	University of Western Australia	\$63,500		20/01/2020	19/01/2021
96	70	Systems and Policy Reform	10113.220	ACARA/ACT project to explore the operation of the SEA in the ACT	Single Select	Consultancy	Yes	Victoria University (acting through its Centre for International Research on Education Systems)	\$112,000		04/05/2020	03/12/2020
97	71	Infrastructure and Capital Works Branch	23042020-1	Fraser Primary School - COVID 19 Stimulus Works	Single Select	Works	Yes	Waterland Pty Ltd	\$28,824		16/04/2020	16/07/20
98	72	High Schools	132727	Lyneham High School - Malaysia and Cambodia Excursion 2019	Single Select	Services (non-consultancy)	Yes	WorldStrides Pty Ltd	\$87,625		09/08/2019	03/10/2019
99	73	Governance and Community Liaison	10116.220	Improving Communications in the ACT Education Directorate	Single Select	Services (non-consultancy)	No	WPPAUNZ Analytics Pty Ltd (WPP)	\$52,360		27/02/2020	20/09/2020
100	74	Colleges	190379	Dickson College - Furniture for Library Upgrade	Single Select	Goods	Yes	Zenith Interiors Pty Ltd	\$44,486		29/09/2019	24/02/2020
Total Amount									\$12,268,875			

2019-20

Total all projects = 250

Total Single Select = 100

% = 40%

Total contractor for Single Select = 74

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ID	Contract ID	Line Areas	Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor Name	Contract amount (GST inclusive)	Execution Date	Expiry Date
1	1	Schools	200303	Telopea Park School - Purchase of Apple iPads	Single Select	Goods	Yes	2U Solutions Ptyu Limited t/a Fairstar Computer Centres	\$33,540.00	21/08/2020	14/09/2020
2	2	Schools	10137 220	University of Canberra High School Kaleen-Year 7 Camp 2021	Single Select	Services (non-consultancy)	Yes	Action Learning Initiatives Pty Ltd	\$46,200.00	02/09/2020	12/02/2021
3	3	Analytics and Evaluation	10158 220	National Student Wellbeing Project	Single Select	Services (non-consultancy)	Yes	Australian National University	\$83,603	04/01/2021	03/04/2021
4	4	Schools	10157 210	Calwell High School - Year 7 Camp 2021	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$30,960.00	13/10/2020	31/03/2021
5	4	Schools	IV000000035	Kingsford Smith School - Year 7 Camp 2020	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	TBA	TBA	TBA
6	4	Schools	190144	Fadden Primary School - Year 5 and 6 Camp 2020	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$28,035.00	05/02/2020	10/02/2020
7	4	Schools	10065.110	Hughes Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	TBA	TBA	TBA
8	4	Schools	IV0000000325	Kingsford Smith School - Year 7 Camp 2021	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$36,300.00	03/03/2021	05/03/2021
9	4	Schools	202012Y56	Aranda Primary School - Year 5 and 6 Camp	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$53,583.00	30/11/2020	02/12/2020
10	5	Schools	200219	Harrison School - Supply New Flooring to Library	Single Select	Works	Yes	B Brands & PJ Stewart t/a Budget Carpet Care	\$83,996.00	30/04/2020	12/06/2020
11	6	Infrastructure and Capital Works	SFC.2020.017	Margaret Hendry Primary School - Educational Furniture	Single Select	Goods	Yes	Beparta Pty Ltd	\$127,323.62	09/12/2020	31/03/2021
12	7	Schools	81014-NCT-001	Franklin Early Childhood School Expansion Design (to the Extent Specified) and Construction	Contract Variations - Public Tender	Works	No	Built Pty Ltd	\$23,915,519	10/09/2020	31/07/2022
13	8	Schools Cleaning Services	10054 222	Provision of Cleaning Industry Machinery and Equipment	Contract Variations - Single Select	Goods	Yes	Chemworks Pty Ltd	\$478,537.60	13/03/2020	13/03/2021
14	9	School Improvement	SFC.2019.001/10019.110	Continuation of The Early Years Literacy Initiative 2021	Single Select	Consultancy	Yes	Christine Topfer	\$92,000.00	01/01/2021	31/12/2021

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15	10	Infrastructure and Capital Works	101120WEETPS	Weetangera Primary School - Classroom & Courtyard Upgrade	Single Select	Works	Yes	Colda Constructions Pty Ltd	\$199,184.00	15/01/2021	15/01/2022
16	11	Strategic Finance and Procurement	10123 221	School Book Packs for 2021	Single Select	Goods	Yes	Complete Office Supplies (COS)	Fee for goods	01/10/2020	31/03/2021
17	12	Schools	200087	Wanniassa School Junior - Concrete Rectification Works	Single Select	Works	Yes	Contour Constructions (ACT) Pty Ltd	\$40,143.51	13/05/2020	30/06/2020
18	13	Schools	24112019	Curtin Primary School - Senior Playground Sensory Garden	Single Select	Works	Yes	Copa Enterprises Pty Ltd t/a Dan & Dan Landscaping	\$29,755.00	24/11/2019	31/07/2020
19	14	Digital Strategy, Services and Transformation	SSICT151/JC16062020	Microsoft Enterprise Licensing Agreement	Single Select	Goods	Yes	Data#3 Limited	\$1,089,718	16/07/2020	30/06/2021
20	15	Schools	31219	Gungahlin College - Year 12 Formal	Single Select	Services (non-consultancy)	Yes	Ginger Catering	\$32,667.00	03/12/2019	09/12/2019
21	16	Infrastructure and Capital Works	81014-NCT-004	Franklin Early Childhood School - Small Group Program	Single Select	Works	Yes	IQON Pty Ltd	\$36,887.00	07/01/2021	08/06/2021
22	17	Schools	200118	Aranda Primary School - Chromebook Program	Single Select	Goods	No	Learning with Technologies Pty Ltd	\$33,627.00	15/10/2020	18/12/2021
23	18	Universal School Support	20022020	Teaching Young Children English in Multilingual Contexts	Single Select	Services (non-consultancy)	Yes	Lexis Education Pty Ltd	\$26,675.00	16/03/2020	19/03/2020
24	19	Schools	10143 220	Quality Training in Construction Certificate II in Construction Program	Single Select	Services (non-consultancy)	Yes	LJS Constructions Pty Ltd	\$132,374.00	19/08/2020	30/11/2020
25	19	Universal School Support	10122 220	Quality Training in Construction Certificate II in Construction Program	Single Select	Services (non-consultancy)	Yes	LJS Constructions Pty Ltd	\$168,652.00	19/06/2020	23/10/2020
26	20	Schools	1052020	Lanyon High School - Rectification of Trip Hazards and Lawn Replacement	Single Select	Works	Yes	Martin K Renner and Maarit H Renner t/a Cityscape Interiors	\$42,278.18	27/04/2020	22/05/2020
27	21	Learning and Wellbeing Policy and Design	10166 220	Engoori Student Leadership Program	Single Select	Services (non-consultancy)	Yes	MurriMatters Pty Ltd	\$50,000.00	01/02/2021	18/04/2022
28	22	Strategic Finance and Procurement	SFC.2020.011	Business Manager Symposium	Single Select	Services (non-consultancy)	Yes	National Excellence in School Leadership Institute Pty Ltd	\$27,500.00	28/09/2020	06/11/2020
29	23	Schools	200201	Student Chromebooks - Weetangera Primary School	Single Select	Goods	Yes	Officeworks Ltd	\$38,703.00	13/10/2020	13/11/2020
30	24	Schools	2102019	Gunghalin College - Library Automatic Door Installation	Single Select	Works	No	Quattro Building Services (ACT) Pty Ltd	TBA	TBA	TBA

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31	25	Schools	190224	Weetangera Primary School - Purchase of School Furniture	Single Select	Goods	Yes	R.E. Batger Pty Ltd	\$29,647.20	03/11/2019	31/01/2020
32	26	Strategic Finance and Procurement	SF.2020.014	Provision of School Uniforms to Various ACT Public Schools	Single Select	Goods	Yes	REDZ Workwear Pty. Ltd. trading as Workin' Gear Schools	\$0.00	20/01/2021	19/01/2023
33	27	Infrastructure and Capital Works	291120UCKHS	University of Canberra Kaleen High School - Small Group Learning Area Modifications	Single Select	Works	Yes	Shape Australia Pty Limited	\$ 193,222.80	10/12/2020	09/12/2021
34	27	Infrastructure and Capital Works	271120UCKHS	University of Canberra Kaleen High School - Outdoor Courtyard Upgrade	Single Select	Works	Yes	Shape Australia Pty Limited	\$194,265.26	10/12/2020	15/01/2022
35	28	Infrastructure and Capital Works	MAWP-22122020	Mawson Primary School – LED Signage	Single Select	Works	Yes	Singpro Australia Pty Ltd	\$49,062.20	16/12/2020	29/01/2021
36	29	Schools	11032020	Miles Franklin Primary School - Year 5 and 6 Camp 2020	Single Select	Services (non-consultancy)	Yes	Sport and Recreational Pty Ltd	\$37,494.10	11/03/2020	15/03/2020
37	29	Schools	7082019	Monash Primary School - Year 5 and 6 Camp 2020	Single Select	Services (non-consultancy)	Yes	Sport and Recreational Pty Ltd	\$44,379.60	07/08/2019	26/02/2020
38	3	Schools	2018-07763	2018 School Climate Survey Analysis and Research	Contract Variations - Single Select	Services (non-consultancy)	Yes	The Australian National University	\$326,008.12	30/06/2018	30/06/2021
39	30	Service Design and Delivery	ED2190220	School Youth Health Nurse Co - Design Process	Single Select	Consultancy	Yes	ThinkPlace Australia Pty Ltd	\$54,875.00	07/11/2019	31/11/20
40	31	Strategic Policy	10113 220	My School Data - Explore the Operation of the Socio-Economic Advantage in the ACT	Single Select	Consultancy	Yes	Victoria University	\$112,500.00	04/05/2020	03/12/2020
41	32	Schools	200158	Hughes Primary School - Interactive Whiteboards Replacements	Single Select	Goods	Yes	Vista Visuals Australia Pty Ltd trading as Link Media Interactive E Products	\$23,067.00	02/02/2020	27/07/2020

2020-21 to date

Total projects =92

Total single select = 41, % = 44.56%

Contractors = 32

9 School camps = 9.78%

13 school upgrades = 14.13%

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Procurement activities response to COVID-19

Talking points:

- The Directorate engaged with 15 providers in contracts to support the operational services to ACT public schools and the Directorate in response to COVID-19, with a spend of \$5.5 million.
- The engagement of these providers included the support to remote learning and the supply of essential hygiene, janitorial and cleaning products to meet schools and the Directorate demands.

Key Information

- Refer to Attachment A - list of procurement activities.

Background Information

- All procurement processes within the Directorate complied with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. The procurement selection and management processes are authorised by the appropriate delegate within the Directorate.
- This does not include any ICW procurements as they are captured under the screwdriver ready projects reported within the Annual Report (p.203-207).

Attachment A - Procurement activities in response to COVID19 (excluding ICW) total \$5,585,479

NB. This total only includes \$500,000 for Chromebooks as the rest of funding was from within normal BAU activity

Project	Provider	Reason for exemption	Timeframe	Amount (GST Inc)
Psychometrician Support for COVID-19 Response	Australian Council for Educational Research	<p>ACER have delivered similar projects and can accommodate the flexibility and cadence required for the development of a contingency plan/s and their validation.</p> <p>The short planning time related to ensuring BSSS can develop a contingency plan/s and their validation, as part of our COVID-19 response. The very short implementation timeframe has meant the Directorate cannot leverage the market by going to select or public tender.</p> <p>There is a strong reputational risk to the Territory if the Board cannot implement a contingency plan/s for ACT senior secondary students.</p> <p>There is a strong reputational risk to the Directorate if the Board cannot implement a contingency plan/s for its students.</p>	4 May 2020 to 12 June 2020	\$61,930.00
Safe Supervised Sites	<ol style="list-style-type: none"> 1. Communities@Work 2. OSHClub 3. YWCA 4. Community Service 1 5. Open Circles 	<p>The streamlined, limited approach to market as a result of the COVID-19 pandemic is being sought for the following reason(s):</p> <ol style="list-style-type: none"> a. the time within which the procurement / contract delivery must be completed in order to respond to the COVID-19 pandemic prevents compliance with section 9, and b. the procurement will contribute to the creation or retention of the workforce in the sector. <p>The benefit from the exemption allows for the ACT Government to respond efficiently to the COVID-19 pandemic, supporting the local economy, and this outweighs the benefit of compliance with section 9 of the Regulation. The reason(s) for this single select procurement approach meet(s) international trade agreement requirements.</p> <ol style="list-style-type: none"> c. the creation or retention of the workforce in a particular sector. 	28 April 2020 to 30 May 2020	\$2,200,000
ContentKeeper Mobile for protection of Students using the ACT Government supplied Chromebooks on any internet connection	Open Systems Pty Ltd	<p>The short planning time related to ensuring our schools can run online as part of our COVID-19 response. The very short implementation timeframe has meant the Directorate cannot leverage the market by going to tender for similar products.</p> <p>The Directorate (through SSICT) has a current contract with Open Systems who have been supplying ContentKeeper to provide our existing network filtering for devices on SchoolsNet at schools.</p> <p>SSICT has provided advice that the existing Contract with Open Systems can be leveraged to provide the supply and operation of the new instance of ContentKeeper Mobile.</p> <p>SSICT have already established a Project Plan to assist in the implementation.</p>	12 months	\$69,300
Purchase of Google Suite Enterprise for Education Licenses	Google Australia	<p>Google Australia are the only developer of Google products in the world. Google have recommended GoT as their partner to supply GSEfE licenses. A Single Select exemption is required to establish an agreement with GoT. It is anticipated that establishing a License Agreement will allow the Territory to negotiate significant savings for</p>	12 months	\$165,000

		license costs and have a quick turnaround to provide management reporting of Google usage.		
Trauma-Informed Training for the ACT's Early Childhood Education and Care (ECEC) Sector.	Australian Childhood Foundation	Deliver trauma-informed training and practices to the ACT ECEC sector.	2 years	\$200,000
The Education Directorate (Directorate) - Schools Cleaning Services – Supply of Essential Hygiene Products	Chemworks	As a result of the COVID-19 virus demands on essential hygiene, janitorial and cleaning industry products has increased. The current whole of government stationary suppliers (WIC and COS) have been unable to meet the ACT Public School demands. As a result of this the Directorate was required to source adequate supplies of the essential hygiene products from other suppliers. Chemworks Pty Ltd was currently successful in winning a public tender with the Directorate to supply cleaning industry machinery and consumables. Chemworks have been able to source, hold and supply the essential hygiene products required for the ACT Public School.	2 months	\$328,652
The Education Directorate (Directorate) - Schools Cleaning Services – Supply of Hand Sanitiser	Chemworks	As a result of the COVID-19 virus demands on hand sanitiser industry products has increased. The current whole of government stationary suppliers (WIC and COS) have been unable to meet the ACT Public School demands. As a result of this the Directorate was required to source adequate supplies from other suppliers.	12 months	\$996,512
Case management for the Schools Psychology Service – Salesforce System Integrator	Accenture	Accenture is a specialist software integrator, who have experience and understanding of the ACT Public Service Whole of Government Salesforce platform setup, therefore do not require additional time and cost to understand our platform, security and governance requirements.	12 months	\$361,071
Screencastify Unlimited	Screencastify LLC of Chicago	Screencastify free version is currently available to all teachers and students in all ACT Government Schools. The free version has limited abilities compared Screencastify Unlimited. Screencastify is only available from the developer Screencastify LLC in Chicago USA. Screencastify has over 12 million users worldwide and is touted as the world's best screen casting software for the Google platform. Embedding locally produced video content in classroom teaching material using Screencastify is a foundational method in establishing effective and efficient virtual classrooms. Embedded videos allow students to replay the teacher's material many times whenever they need and to record themselves and submit their video as part of demonstrating their learning. In response to the COVID-19 health crisis, the Directorate is asking students to connect to teaching and learning resources using a variety of locally loaded apps and non-standard teaching applications. A proliferation of non-corporate supported applications will lead to the inability of teachers and students to transfer to different ACT Government schools as there may be different software in	12 months	AUD\$91,444

		use. Standardising to Screencastify will support the ability for students and teachers to transfer schools.		
Telstra Gifted 1,000 SIMs and 200 purchased mobile hotspots for students for COVID-19 response	Telstra	To support students who have no internet access at home with WI-FI hotspots that enable them to connect from home.	8 months	\$19,200
Evaluative Think COVID-19	Timperley Consultants	To undertake a review and identify the short-term and long-terms effects caused by the impact and disruption of COVID crisis.	18 months	\$35,000
New ACER Chromebooks for COVID-19 Response	Datacom	<p>The short planning time related to ensuring our schools can run online as part of our COVID-19 response. The very short implementation timeframe has meant the Directorate cannot leverage the market by going to tender.</p> <p>The Directorate has a current arrangement with Datacom (Contract 30180.220) to supply ACER SPIN 511 Chromebooks for the Technology Enabled Learning (TEL) device program in secondary schools.</p> <p>The existing Contract with Datacom cannot be utilised as this procurement is outside the terms of the original Datacom contract. Instead, the terms in the Contract will be leveraged so that a new independent Purchase Order can be issued that relates to the procurement of these devices at short notice for the Directorate’s COVID-10 response.</p>	4 weeks	<p>A total of 2,375 devices are required to be provided to ACT public school students at a total cost of \$1,415,395 (GST incl). This procurement will purchase 1,375 immediately and have the option to request up to a further 1000 over the next year. Cabinet has approved \$500,000 in COVID-19 stimulus relief for the purchase of devices for ACT public students, and once this amount is received it will offset against this figure (supports the purchase of approximately 800 devices). There is no confirmed date for receipt of this funding.</p>

ACT schools data, 2020

Table 1: Number of schools by sector, 2020

	Public	CE*	Ind**	Total
Primary	57	24	4	85
Combined (Primary/Sec)	8	0	13	21
Secondary	19	5	2	26
Specialist schools	4	0	0	4
Total	88	29	19	136

* CE includes Catholic systemic schools.
** Ind: Independent schools including Catholic non-systemic schools.

Table 2: Number of students, 2020*

	Public	CE	Ind	Total
Number of students by year level				
Preschool	4,560	613	889	6,062
Kindergarten	4,243	1,197	680	6,120
Year 1	4,122	1,256	697	6,075
Year 2	4,107	1,238	747	6,092
Year 3	3,819	1,304	766	5,889
Year 4	3,772	1,210	937	5,919
Year 5	3,683	1,297	949	5,929
Year 6	3,466	1,220	980	5,666
Primary Total	31,772	9,335	6,645	47,752
Year 7	3,000	1,183	1,560	5,743
Year 8	3,063	1,169	1,522	5,754
Year 9	2,949	1,053	1,539	5,541
Year 10	2,832	963	1,442	5,237
Year 11	3,488	678	1,238	5,404
Year 12	3,069	625	1,164	4,858
Older	99	na	na	99
Secondary Total	18,500	5,671	8,465	32,636
Total	50,272	15,006	15,110	80,388
Number of full-fee paying overseas students				
Primary	170	28	93	291
Secondary	337	na	na	384
Total	507	28	139	675
Number of Aboriginal and Torres Strait Islander students				
Primary	1,343	217	59	1,619
Secondary	762	142	122	1,026
Total	2,105	359	181	2,645

Source: Education Directorate, Census of ACT schools, February 2020.

*A small number of students attend more than one school.
na - Not applicable.

Summary Statistics for Canberra Schools

August 2020

For more information please contact Performance and Systems on 6205 9317.

Table 4: Number of students, ACT, 2016-2020*

	2016	2017	2018	2019	2020
Public					
Preschool	4,456	4,567	4,597	4,641	4,560
Primary (K-6)	23,630	24,739	25,762	26,486	27,212
Secondary	10,258	10,571	11,062	11,598	11,844
Senior secondary	6,487	6,680	6,524	6,427	6,656
Total	44,831	46,557	47,945	49,152	50,272
Non-government					
Preschool	1,213	1,181	1,367	1,447	1,502
Primary (K-6)	13,802	14,019	14,134	14,268	14,478
Secondary	9,835	9,840	9,931	10,197	10,431
Senior secondary	3,830	3,811	3,765	3,688	3,705
Total	28,680	28,851	29,197	29,600	30,116
Students by level of schooling					
Preschool	5,669	5,748	5,964	6,088	6,062
Primary (K-6)	37,432	38,758	39,896	40,754	41,690
Secondary	20,093	20,411	20,993	21,795	22,275
Senior Secondary	10,317	10,491	10,289	10,115	10,361
Total	73,511	75,408	77,142	78,752	80,388
Full-fee paying overseas					
Total	640	755	779	709	675
Aboriginal and Torres Strait Islander students					
Total	2,174	2,308	2,401	2,527	2,645

Source: Education Directorate, Census of ACT schools, February 2016-2020.

*A small number of students attend more than one school.

Table 5: Teacher-student ratios by state/territory, 2015-2019

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aust
Public									
Primary									
2015	15.8	15.3	14.8	14.9	15.7	15.4	13.0	14.6	15.3
2016	15.6	14.8	14.5	14.9	15.4	15.0	12.6	14.7	15.0
2017	15.8	14.8	14.4	14.6	15.6	14.8	12.3	15.6	15.0
2018	15.4	14.6	14.2	14.5	15.7	14.8	12.6	14.9	14.8
2019	16.8	14.9	14.3	14.5	15.8	14.4	11.8	14.0	15.3
Secondary									
2015	12.5	12.6	12.7	13.2	13.4	13.4	11.9	11.6	12.7
2016	12.5	12.5	12.5	13.3	12.6	13.2	11.9	11.8	12.6
2017	12.4	12.3	12.4	12.9	12.4	13.1	12.4	12.3	12.4
2018	12.3	12.1	12.2	12.7	12.6	12.9	12.1	12.3	12.3
2019	13.9	11.8	12.1	12.7	12.8	12.7	11.9	12.3	12.7
Non-government									
Primary									
2015	16.3	14.6	16.5	16.2	15.5	15.5	15.5	16.1	15.7
2016	16.1	14.2	16.4	16.0	15.3	15.3	14.7	16.0	15.5
2017	15.8	14.1	16.0	15.9	15.1	15.1	14.6	16.0	15.3
2018	15.5	13.9	15.9	16.5	14.9	14.9	14.6	16.3	15.1
2019	15.3	13.7	15.9	14.5	14.9	14.3	13.4	15.8	14.8
Secondary									
2015	11.7	11.1	12.4	11.5	12.1	11.4	10.5	12.1	11.7
2016	11.5	11.0	12.2	11.3	11.9	11.4	10.3	12.1	11.5
2017	11.4	11.0	12.1	11.2	11.8	11.2	10.5	12.0	11.4
2018	11.3	10.9	12.0	10.8	11.6	11.0	10.5	11.9	11.3
2019	11.2	10.8	11.9	12.3	11.6	10.9	10.5	11.7	11.4

Source: ABS, 4221.0 Schools Australia, 2015 to 2019 (Table 53a).

Note: Full-time equivalent students divided by full time equivalent teachers.

Table 6: Year 10-12 apparent retention rates by state/territory, 2015-2019

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aust
Public									
2015	72.6	81.2	82.1	91.1	79.0	73.8	62.5	100.0	79.2
2016	72.0	81.7	82.7	95.3	78.3	73.4	65.1	100.0	79.5
2017	73.0	80.4	82.9	91.2	81.7	74.1	73.6	100.0	79.8
2018	71.4	79.9	83.7	88.4	83.9	76.5	66.9	100.0	79.2
2019	70.6	77.8	83.4	85.3	84.0	80.4	61.8	100.0	78.0
Non-government									
2015	85.0	89.7	94.1	93.8	83.8	68.7	66.3	77.5	88.0
2016	85.0	89.5	94.8	93.3	83.7	66.1	62.4	77.6	87.9
2017	84.1	91.9	95.8	92.4	84.9	66.4	63.9	74.7	88.5
2018	83.4	91.0	94.3	94.3	86.6	66.7	61.5	75.5	88.0
2019	83.1	90.6	95.3	94.7	87.5	63.8	68.8	73.8	87.7

Source: ABS, 4221.0 Schools, Australia 2019 (Table 64a).

Note: Full time students only.

Table 3: Per-student income, non-government schools (\$), 2018

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aust
Catholic schools									
Fees and charges	4,182	4,233	4,194	5,098	4,469	2,960	2,599	4,795	4,260
Private donations and income	749	438	652	581	393	734	2,143	716	610
Total private income	4,932	4,671	4,847	5,679	4,862	3,694	4,741	5,511	4,870
State government grants	2,877	2,527	3,128	2,620	3,085	3,152	3,963	2,545	2,838
Australian Government grants	9,195	9,436	9,587	9,334	9,002	10,759	17,403	9,129	9,406
Total government grants	12,071	11,963	12,715	11,954	12,087	13,911	21,366	11,674	12,245
Total income	17,003	16,634	17,562	17,633	16,949	17,605	26,101	17,183	17,115
Independent schools									
Fees and charges	12,672	14,500	9,031	8,769	9,840	9,224	5,703	13,415	11,596
Private donations and income	1,682	1,186	1,173	723	883	848	1,635	1,016	1,249
Total private income	14,354	15,686	10,204	9,492	10,723	10,072	7,337	14,431	12,845
State government grants	2,784	1,828	2,841	2,528	3,017	2,928	4,061	1,770	2,556
Australian Government grants	7,523	7,277	8,837	8,206	7,800	8,993	13,091	5,737	7,877
Total government grants	10,308	9,105	11,678	10,734	10,818	11,921	17,152	7,507	10,433
Total income	24,656	24,785	21,872	20,222	21,538	21,973	24,483	21,928	23,272
Total non-government schools									
Fees and charges	7,548	8,460	6,357	7,011	7,065	5,428	4,352	7,934	7,408
Private donations and income	1,119	746	885	655	629	779	1,856	825	884
Total private income	8,667	9,206	7,242	7,666	7,694	6,207	6,208	8,760	8,292
State government grants	2,840	2,239	3,000	2,572	3,052	3,064	4,019	2,262	2,717
Australian Government grants	8,532	8,547	9,252	8,746	8,421	10,063	14,967	7,894	8,750
Total government grants	11,372	10,786	12,251	11,318	11,474	13,127	25,213	10,156	11,468
Total income	20,037	19,990	19,489	18,982	19,166	19,326	25,187	18,911	19,757

Source: National Report on Schooling in Australia Data Portal - ACARA.

Note: Small rounding variations occur from the original data.

Table 7: Number of full-time equivalent teaching staff by gender and sector, ACT, 2015-2019

	2015		2016		2017		2018		2019	
	Male	Female								
Public										
Primary	229	1315	256	1359	275	1379	275	1461	315	1571
Secondary	552	850	557	851	560	872	552	864	555	887
Total	781	2,165	813	2,210	835	2,250	827	2,325	869	2,458
Catholic schools										
Primary	104	422	99	425	98	433	102	425	106	434
Secondary	274	385	267	390	256	386	272	392	274	395
Total	378	806	366	815	353	819	374	817	380	829 </

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

2021 Enrolments and Appeals

Talking points:

- Final enrolment figures for this calendar year will be confirmed through the 2021 Census.
- Families can seek a Review of an enrolment decision, directly through the school, where they are not satisfied with that decision.
- Where they are not satisfied with a review outcome, families can also ask for an Appeal through the Education Directorate's Education Support Office.

Key Information

Preschool enrolment allocations

- Between 28 April 2020 and 16 October 2020, all **4692 preschool applicants** were allocated to a school.
- **4131 (88%)** allocated to their preferred preschool.
- **365 applicants (7.8%)** were directed to a non-PEA, non-preferred school because their preferred and PEA schools had no capacity remaining.
- **196 (4.2%)** applicants were not allocated to their preferred school and were instead allocated to their PEA school.

Enrolment Reviews (as at 29 January 2021)

- **192** K-12 enrolment reviews conducted. Of these:
 - **38** decisions were **overturned**;
 - **136** decisions were **affirmed**; and
 - **18** enrolment reviews were from **NSW applicants** seeking access to non NSW Pathway Schools, **11** decisions were **affirmed** and **7** **overturned**.
- **119 preschool** review requests received by COB 18 November 2020 for applicants who were centrally allocated a 2021 preschool place. From 16 October 2020, schools have completed reviews in relation to direct offers made by schools.
- This **compares** with the total number of reviews (**230**) of 2020 enrolment decisions to **December 2019 (K-12 157 and preschool 73)**.

Enrolment Appeals

- As of 24 January 2021 the Directorate has received **94 enrolment** appeals for the 2021 school year. This includes **17 NSW enrolment** appeals. Of the **94** appeals, **88** are **completed** (12 overturned, 71 upheld, 5 withdrawn) and **6** are **ongoing**. The slight increase in overturned decisions in 2020 may have been impacted by Principals being unable to meet with prospective out of area families face to face due to COVID-19 restrictions.
- This compares with 48 appeals of 2020 enrolment decisions as of 24 January 2020. This is an **increase of 49%**.

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Portfolio/s: Education and Youth Affairs

School Capacity

Talking points:

- The Directorate forecasts enrolments for schools in collaboration with the ANU School of Demography, and regularly updates projections based on enrolment trends and new demographic information.
- The ACT Government is planning for significant infrastructure investment through new and expanded schools to respond to public school enrolment growth and the popularity of public schools – over the **past five years, 81 per cent of the growth in enrolments have gone to public schools**¹.
- The Government has announced 2020-21 Budget funding of: \$2 million to scope the design for a new high school in Taylor; \$1 million to undertake preparatory work for the expansion of Margaret Hendry Primary School; and \$24.4 million for supporting road infrastructure for the new high school in Kenny. The new high school in Kenny will also feature a multi-purpose gymnasium that will be available for community use.²
- Responses to emerging enrolment pressure include non-infrastructure solutions such as Priority Enrolment Area policy (limiting out of area enrolments, NSW Pathway Schools and PEAs) and permanent or temporary school infrastructure.

Key Information

- Additional investment in transportables is being delivered in 2021 to meet enrolment growth. Modern transportable classrooms are designed to be open, spacious and inviting learning environments that are fully insulated and meet current energy targets. Transportables are planned for and placed in areas that blend into the overall design of the school.
 - **North/Gungahlin:** Black Mountain School (2 storey unit); Majura Primary School (x2); North Ainslie Primary School; Palmerston Primary School (x2)
 - **Belconnen:** Fraser Primary School; Mt Rogers Primary School
 - **Inner South/Weston:** Forrest Primary School; Garran Primary School (x2); Mawson Primary School; Red Hill Primary School; Telopea Park High School, Yarralumla Primary School
 - **Tuggeranong:** Taylor Primary
- The Governments infrastructure priorities include planning for new northside specialist school capacity, an expansion of Narrabundah College, northside college capacity and primary school investment in West Belconnen and North Gungahlin.

¹ published education census between 2015 and 2020, there have been 6,845 additional public students, and 1,654 additional non-govt

² https://www.cmtedd.act.gov.au/open_government/inform/act_government_media_releases/yvette-berry-mla-media-releases/2021/delivering-new-schools-to-a-growing-city

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- The Directorate works closely with schools to plan for well designed new capacity and infrastructure that meets the needs of students, staff and the school.
- ACT Public school enrolments are projected to **grow at around 3% per annum** over the next decade, with plans and investment underway to respond to this growth.
- Growth will continue in Gungahlin and Molonglo in particular as people take up residence in new suburbs; as well as in areas of urban infill, including the City-and-Gateway and light rail corridors.
- Gungahlin is one of the fastest growing regions in Australia. In addition to the 2020-21 Budget announcement for the new high school in Taylor and the expansion at Margaret Hendry, the Government is working towards completing:
 - a new primary school in Throsby by 2022;
 - a new high school in Kenny by 2023;
 - Franklin Early Childhood School has become Franklin School and will be expanded into a full Primary School by 2022; and
 - Gold Creek School Senior Campus will increase its permanent capacity by 200 places for the beginning of the 2022 school year.
- The new Evelyn Scott Primary School in Denman Prospect was opened for Term 1 2021 and the new high school will be ready in 2023. The government is also working towards the release of a site in Wright for a non-government school.
- The Directorate has considered potential impacts of the COVID-19 Pandemic including reduced migration and economic uncertainty. This may lead to around 500 more public school students in 2021.

Background Information

- In 2010, the overall public school affiliation rate was 57.1% and rose to 61.2% by 2020. Public enrolments **continue to grow by around 3% each year**.
- The ACT Government Infrastructure Plan (2019) provides for \$2.1 billion investment in education projects to ensure that all ACT children across Canberra have great schools, and that schools are planned for and built when they are needed.
- The ACT Education Enterprise Agreement (Teaching Staff) recognises the contribution of class size to learning outcomes and quality teaching. Planning for capacity takes these class size limits into account.

Preschools	22	Year 4-6	30	Year 10	30
K-3	21	Year 7-9	32	Year 11-12	25

ACT PUBLIC SCHOOL ENROLMENTS 2020-2021 - COMPARISON BETWEEN PROJECTIONS AND ACTUAL RESULTS

Note: projections are done for mainstream students, and excludes specialist schools, early childhood and preschool students, and non-mainstream programs such as such as Introductory English Centres and CCCares. The actual results have been presented on the same basis.

	2020 Feb Census	2021 Projection	2021 Actuals	Actual Growth - 2020 to 2021	Actual Growth - per annum % increase
Primary (excluding preschool)	26923	27712	27522	599	2.2%
High	11575	11943	12146	571	4.9%
College	6537	6801	6790	253	3.9%
Total	45035	46457	46458	1423	3.2%

Primary School (K-6)	2020 Feb Census	2021 Projection	2021 Actuals	2020 to 2021 growth - census to actuals
Ainslie School	351	370	354	3
Aranda Primary School	567	554	552	-15
Arawang Primary School	490	498	486	-4
Bonython Primary School	363	381	390	27
Calwell Primary School	252	262	267	15
Campbell Primary School	327	342	325	-2
Chapman Primary School	540	525	541	1
Charles Conder Primary School	412	456	443	31
Charles Weston School	485	528	470	-15
Charnwood-Dunlop School	308	314	349	41
Curtin Primary School	469	456	478	9
Duffy Primary School	389	404	380	-9
Evatt Primary School	289	304	298	9
Evelyn Scott School		103	122	122
Fadden Primary School	295	285	271	-24
Farrer Primary School	349	355	337	-12
Florey Primary School	409	420	424	15
Forrest Primary School	563	576	518	-45
Franklin Early Childhood School	310	389	364	54
Fraser Primary School	520	525	529	9
Garran Primary School	612	614	601	-11
Gilmore Primary School	116	123	137	21
Giralang Primary School	291	293	301	10
Gordon Primary School	432	440	437	5
Gowrie Primary School	289	296	299	10
Hawker Primary School	345	332	332	-13
Hughes Primary School	363	350	399	36
Isabella Plains Early Childhood School	104	101	113	9
Jervis Bay School	30	32	32	2
Kaleen Primary School	465	470	470	5
Latham Primary School	330	366	332	2
Lyneham Primary School	455	460	470	15
Lyons Early Childhood School	68	71	78	10
Macgregor Primary School	524	550	542	18
Macquarie Primary School	305	302	304	-1
Majura Primary School	672	710	725	53
Margaret Hendry School	357	485	475	118
Maribyrnong Primary School	500	512	475	-25
Mawson Primary School	428	436	458	30
Miles Franklin Primary School	513	512	495	-18
Monash Primary School	432	432	426	-6
Mount Rogers Primary School	501	527	519	18
Narrabundah Early Childhood School	57	60	63	6
Neville Bonner Primary School	740	761	745	5
Ngunnawal Primary School	600	619	625	25
North Ainslie Primary School	637	651	616	-21
O'Connor Cooperative School	45	39	48	3
Palmerston District Primary School	655	721	738	83
Red Hill Primary School	717	720	753	36
Richardson Primary School	126	129	136	10
Southern Cross Early Childhood School	125	123	131	6
Taylor Primary School	312	326	328	16
Theodore Primary School	281	266	261	-20
Torrens Primary School	452	460	465	13
Turner School	495	520	463	-32
Wanniassa Hills Primary School	361	372	370	9
Weetangera Primary School	464	465	479	15
Yarralumla Primary School	393	402	398	5
Total	22280	23095	22937	

K-10 School	2020 Feb Census	2021 Projection	2021 Actuals	2020 to 2021
Amaroo School	1834	1838	1837	
Amaroo School K-6	1024	1005	969	-55
Amaroo School 7-10	810	833	868	58
Caroline Chisholm School	674	693	667	
Caroline Chisholm School K-6	285	285	270	-15
Caroline Chisholm School 7-10	389	407	397	8
Gold Creek School	1141	1158	1149	
Gold Creek School K-6	567	589	585	18
Gold Creek School 7-10	574	569	564	-10
Harrison School	1745	1801	1806	
Harrison School K-6	1145	1134	1159	14
Harrison School 7-10	600	666	647	47
Kingsford Smith School	879	899	892	
Kingsford Smith School K-6	445	440	421	-24
Kingsford Smith School 7-10	434	460	471	37
Namadgi School	630	638	660	
Namadgi School K-6	368	361	375	7

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Namadgi School 7-10	262	277	285	23
Telopea Park School	1511	1507	1561	
Telopea Park School K-6	579	574	575	-4
Telopea Park School 7-10	932	933	986	54
Wanniassa School	443	468	501	
Wanniassa School K-6	230	228	231	1
Wanniassa School 7-10	213	240	270	57
Total	8857	9002	9073	
K-6	4643	4617	4585	-58
7-10	4214	4385	4488	274

High School	2020 Feb Census	2021 Projection	2021 Actuals	2020 to 2021
Alfred Deakin High School	876	865	851	-25
Belconnen High School	521	539	566	45
Calwell High School	400	394	428	28
Campbell High School	704	694	689	-15
Canberra High School	869	880	855	-14
Lanyon High School	372	395	404	32
Lynham High School	1075	1082	1077	2
Melba Copland Secondary School	534	588	624	90
Melrose High School	814	853	856	42
Mount Stromlo High School	766	790	818	52
University of Canberra High School Kaleen	430	479	490	60
Total	7361	7558	7658	

College	2020 Feb Census	2021 Projection	2021 Actuals	2020 to 2021
Dickson College	713	764	752	39
Erindale College	661	636	668	7
Gungahlin College	1187	1213	1179	-8
Hawker College	452	535	536	84
Lake Tuggeranong College	644	625	642	-2
Melba Copland Secondary School	229	251	228	-1
Narrabundah College	956	1036	983	27
The Canberra College	997	1057	1120	123
University of Canberra Senior Secondary College Lake Ginninderra	698	683	682	-16
Total	6537	6801	6790	

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Portfolio/s: Education and Youth Affairs

Tharwa Preschool

Talking points:

- Charles Conder School runs preschool sessions at both Conder and the Tharwa Preschool site.
- The government recognises the value the community places in the historic Tharwa preschool site and Tharwa preschool remains open.
- All 2021 Charles Conder Primary Tharwa preschool families have been contacted directly to reassure them the preschool will operate in 2021.
- Tharwa preschool will continue to be an option for Tharwa families applying for enrolment in 2022. Enrolments for the 2022 school year open in late April 2021.

Key Information

- I acknowledge confusion arose in October 2020 regarding the Tharwa campus and concern amongst the local community that the site would not operate due to low enrolments.
- This misconception has been addressed and the community has been assured that Tharwa Preschool will operate in 2021.
- █ students initially applied to enrol at Tharwa Preschool in 2021 and █ **students** are **enrolled** to attend.
- I can confirm 2021 preschool enrolment demand at Charles Conder Primary School will be met through five preschool sessions including one session at Tharwa. Each session can accommodate 22 students.

Background Information

- At the start of term 4 2020, Charles Conder Primary School conducted individual phone conversations with the █ families who had expressed a preference for their child to attend the Tharwa Preschool site in 2021 to ask families if they would consider their child attending the Charles Conder School site.
- There was no mention of closing the Tharwa Preschool site however some families became uncertain as to the status of Tharwa Preschool remaining open and concern for the ongoing viability of Tharwa Preschool was canvassed in the local media.
- Tharwa School has operated since 1899 and there is significant community support for and interest in the longevity of this school.
- The Tharwa site primarily accommodates enrolments for Charles Conder School from families residing in Tharwa and the Naas Valley
- Families applying to schools with multiple preschool sites have the option of nominating their site of preference. The Education Directorate website and the

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Online Enrolment Form both state that we are unable to guarantee every preschool applicant a place at their preferred or local school.

- Preschool applications for the 2021 school year remain open.
- Any potential future changes to Tharwa preschool services would be made in consultation with the Tharwa community and the Government. No changes are planned at this stage.
- Charles Conder Primary School has experienced strong enrolment growth over the past four years.
- Internal renovations will create two new classroom spaces to be ready for the 2021 school year.
- The Directorate will continue to monitor demographic trends over 2021 as well as enrolment applications for the 2022 school year, as part of determining whether there is a longer term need for additional future capacity at the school.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Management of Hazardous Materials In Schools

Talking points:

- The ACT Education Directorate manages a large and growing asset portfolio, that from 2021 now includes **89 schools** across our city.
- The Directorate places a high priority on managing the presence of Lead Paint (or lead dust) and Asbestos Contained Material (ACM). Through continued review and assessments, the Directorate has identified the number of schools with these materials present:

	Lead Paint detected on site	ACM detected on site	ACP confirmed
Yes	75	71	38
No	14	18	51
Total	89	89	89

- The ACT Government has committed \$114 million dollars over the next four years to upgrade school buildings to keep them comfortable and safe, including funding to accelerate the removal of hazardous materials.
- This additional funding will allow for the accelerated removal of hazardous materials in ACT public schools.
- This complements the work that is continually undertaken by the Directorate to maintain and improve our schools, which includes hazardous materials management as required (e.g., replacing windows in an older school to improve energy efficiency and student comfort may also result in windows with lead paint being removed).
- In the last two months (December 2020 to January 2021) the Directorate has:
 - reviewed hazardous materials registers in every public school to ensure they remain current,
 - assessed the condition of paint in every public school known to have lead paint; and,
 - developed a triage model to systematically address instances of lead paint in ACT public school buildings.
- During the summer school holidays, more than 40 schools received upgrades and maintenance to manage the presence of hazardous materials.
- The Directorate has set up a taskforce to coordinate hazardous materials management and removal across our school buildings, ensuring that priority and focus is maintained on this important work.

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- The Directorate has also established an Expert Panel to offer advice and guidance on processes on Hazardous Materials management. Members have been identified from across Government and the academic community. They include:
 - Mr Robert Alford from the Office of the Work Health and Safety Commissioner,
 - Mr Jason Kniepp Director from the ACT Health Directorate,
 - Professor Mark Taylor from Macquarie University; and,
 - Professor Martyn Kirk from the Australian National University.
- The panel first met in December 2020 and will continue to meet as the program for accelerated management and removal of hazardous materials progresses.

Key Information

Hazardous Materials Registers

- The Education Directorate's Infrastructure and Capital Works (ICW) branch is responsible for all hazardous materials works in schools. This ensures that the management and removal occurs efficiently, safely and consistently.
- All schools that have had Hazardous Materials identified has a *Hazardous Materials Register*. The Hazardous Materials Register informs the school community, visitors and tradespeople on the location of hazardous materials, including asbestos and lead paint in the school. The register is located in the front entry/reception area of the school.
- The *Hazardous Materials Register* is a living document – if there is a discovery of hazardous material(s) not previously identified (like in the ductwork of air vents, for example) or the hazardous material is removed or managed, we update the Register that it accurately reflects any changes to the school environment.
- Any hazardous materials removal works are completed in accordance with WorkSafe ACT requirements by licensed removalists who are monitored by an independent licensed assessor. Asbestos is removed after hours when there are no students in the school (i.e. at night, on weekends and during school holidays).

Lead Paint

- There are 75 schools, including Jervis Bay School, with confirmed presence of lead paint, which is paint that has been confirmed to have a lead content of greater than 1 per cent.
- Over two-thirds of ACT public schools were built before 1992 – and just like houses built at this time, these schools were painted using lead paint.
- Across our public schools, lead paint is most typically found on painted timber surfaces including window frames, eaves and handrails, but has also been found in storage and equipment rooms.

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- New instances of lead paint or dust have been discovered while undertaking works, e.g. in duct work. These areas are cleaned and certified as safe to occupy before students or staff can reoccupy impacted areas.
- A directive has been issued to all schools to consult with ICW before engaging in any building works to provide a further level of control that Lead Paint or Dust is not engaged without proper management practices being observed.

ACM – Abestos Contained Materials

- There are 71 public schools, including Jervis Bay School, with confirmed presence of ACM.
- Asbestos surveys in ACT public schools are reviewed annually and where required, the Asbestos Register is updated.
- The majority of asbestos found in ACT public schools is non-friable asbestos, also known as bonded asbestos. Asbestos remains safe if it is not disturbed or has not deteriorated.
- A directive has been issued to all schools to consult with ICW before engaging in any building works to provide a further level of control that ACM is not engaged without proper management practices being observed.

Additional - ACP – Aluminum Composite Panels

- An ACT Government audit in 2017 found that all Government-owned buildings, including schools, that have postentially flammable cladding are safe to occupy.
- There are currently 38 public schools with confirmed presence of ACP.
- To appropriately manage combustible cladding, the following fire safety measure are already be in place in line with our hazardous materials management plans which are available at the front office:
 - notifying ACT Fire and Rescue about the presence of potentially combustible cladding
 - inspection, regular testing and maintenance of all fire safety systems
 - ensuring evacuation procedures are current and correct, and engaging with occupants about the procedures and the cladding hazard
 - clearing exits and paths of travel of combustible materials and obstructions
 - informing trades onsite of the risk associated with cladding panels and the locations
 - removing combustible material(s) near cladding.

Additional - PFAS - Poly-Fluoroalkyl Substances

- Separate to priority focus on hazardous building materials in ACT public schools (e.g. Asbestos and Lead), the Directorate is also engaged with stakeholders including

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EPSDD around the discovery of PFAS (Per- and poly-fluoroalkyl substances) near public schools.

- Assessment is underway on former Fire and Rescue Station sites that may be impacted by PFAS (Per- and poly-fluoroalkyl substances), chemicals formerly used in firefighting foams.

Recent PFAS investigations at the Forrest Fire Museum and Residence

- Following preliminary investigations, the Education Directorate was advised in 2020 that PFAS contamination has been identified on and around the Forrest Fire Museum and Residence
- Based on these investigations the health risk to children, school students and others who use or access the nearby Telopea Park School sports field is considered low.
- Communications to the local community including Telopea Park School are planned early in 2021.
- The Education Directorate has been advised further investigations will be conducted in coming months including
 - additional sampling of soil, groundwater and surface water to assess if there is an off-site impact on the Telopea Park School sports field
 - groundwater well testing to evaluate the PFAS impact and potential for PFAS movement through the underlying aquifer
 - sampling of surface water and water in adjacent storm drains after rainfall.

Background

- PFAS has been detected on and nearby to the former Charnwood fire station on Lhotsky Street in Charnwood.
- PFAS affected areas of the St Thomas Aquinas school sports oval have been enclosed to prevent access to the affected area and remediation activities including resurfacing are planned by EPSDD in collaboration with the local school community.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

BULLYING AND VIOLENCE IN ACT PUBLIC SCHOOLS

Talking points:

- The Education Directorate takes bullying and violence in schools very seriously.
- Each ACT school is required to have policies in place to address and prevent bullying, harassment and violence. In particular, Safe and Supportive Schools Contact Officers (known as SASSCOs) are trained to provide support to students who have experienced bullying of any sort. Each school has at least one female-identified and one male-identified teacher or executive teacher in the role of SASSCO.
- In March every year ACT schools participate in the National Day of Action against Bullying and Violence (NDA). This focusses on creating positive, safe learning environments and raising awareness of anti-bullying and wellbeing initiatives. The 2021 NDA theme aims to elevate student voice. In March 2020 the National Day of Action was cancelled due to COVID-19.
- The Ministerial Safe and Supportive Schools Advisory Committee, along with the Assembly Standing Committee's Inquiry into the management and minimisation of bullying and violence in ACT schools, provided recommendations about how to address bullying and violence in schools. The Government responses were tabled to the Assembly on 23 October 2019.
- Both the committee and inquiry acknowledge that incidents of bullying, cyberbullying and violence in ACT schools are by and large well-managed and that schools experience similar challenges to other parts of society in relation to bullying and violence.
- Schools use the Student Administration System to record cases of bullying. Case data assists with managing incidences of bullying and identifying and addressing any trends as necessary.
- The Mission Australia Youth Survey Report 2020, released 18 November 2020, presented findings from the 19th annual survey of young Australians aged 15 to 19 years. The survey found that young people expressing concern about bullying/emotional abuse in the ACT were similar to national percentages in all categories quantifying extent of concern (from extremely concerned through to not at all concerned). For example, in the ACT **10.9%**, of young people were extremely or very concerned about bullying/emotional abuse compared to **12.4% nationally**.

Key Information

- *A Responding to Parent Reports about Bullying workshop package* has been promoted to schools, providing different perspectives on bullying from parents and staff to assist schools. The package was developed by the Australian Safe and Supportive School Communities (SSSC) working group and is available on the Bullying. No Way! website.

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- ACT schools adopt a whole school framework to identify and teach expected behaviour and build a culture of respect. As part of this preventative approach to reducing bullying and violence. **Positive Behaviour for Learning (PBL) currently operates in around 70% of ACT Public schools.** All remaining schools will commence PBL in 2021.
- The Directorate works collaboratively with students to enhance wellbeing, promote safety and counter bullying and violence in physical and online environments. The June 2019 Minister's Student Congress invited students to share their views on bullying and what makes a friendly school. Information gained from the forum will have been used to inform policy and program development.
- The Education Directorate is strengthening work to support the appropriate use of technology products by providing students with guidance and support, to counter online bullying and harassment and promote esafety.

Background Information

- The Ministerial Schools Education Advisory Committee - Safe and Supportive Schools (SEAC) was established on 18 March 2019 to provide independent advice to the ACT Government on opportunities to strengthen safe and supportive school culture in every ACT public school.
- On 4 April 2019 the ACT Legislative Assembly referred the issue of management and minimisation of bullying and violence in ACT schools to the Standing Committee on Education, Employment and Youth Affairs for inquiry and report.
- SEAC acknowledged student voice should be a priority when addressing bullying, in line with the *Future of Education Strategy*. Students should feel they have the power to change school policies and see the results of their input. The *Safe and Supportive Schools Policy, Procedure A*, includes consultation with students as part of the development and review of school procedures to address bullying, including cyberbullying.
- On 19 August 2019 SEAC provided its final report acknowledging the Directorate's effort into anti-bullying policies, encouraging the Directorate to persevere with current initiatives (e.g., PBL) noting that changes may take up to 3-5 years to fully implement.
- The ACT Government's submission to the the Standing Committee on Education, Employment and Youth Affairs inquiry reinforced the government's commitment to ensuring all possible measures are being taken to prevent, minimise and manage bullying and violence and any opportunity for strengthening safe and supportive school cultures in ACT government schools is considered.

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Portfolio/s: Education and Youth Affairs

Positive Behaviour for Learning (PBL)

Talking points:

- There are now over 70% of ACT Public Schools in the process of Positive Behaviour for Learning (PBL) implementation, with all schools engaging with PBL by the end of 2021.
- The PBL program is an international evidence-based approach for creating safe and supportive schools. Since the beginning of 2016, the ACT Education Directorate has had a PBL implementation team to support schools.
- The Research School of Psychology (ANU) has found that students in schools implementing the (PBL) program have overall better student school outcomes than students in non PBL schools.
- Improvements in PBL schools over non-PBL schools included lower depression, greater positive affect, greater emotional engagement, greater behavioural engagement, greater perceived support and safety, and greater school identification.
- Further, the research found that conducting PBL with high fidelity to the program had a greater protective effect on students.

Key Information

- Implementation of all three tiers of PBL (i.e. universal, selected, and targeted interventions) takes several years.
- PBL External Coaches provide shoulder to shoulder support for ACT Public Schools, through training and resources for each schools PBL team as well as information sessions for other internal stakeholders.
- The ANU study was conducted as part of ongoing cooperative research work program between ANU Research School of Psychology and the Education Directorate, in an effort to contribute to evidence-based decision making.
- The analysis compared six schools in which the PBL program had been fully implemented with six non-PBL schools. The schools were matched on school ICSEA, staff retention rate and student enrolments, and the research controlled for student demographic variables such as age and gender.
- The measures of student outcomes were collected through the School Satisfaction and Climate Survey and so were independent of the implementation of the PBL program. This lends weight to the conclusions.
- There was improvement in PBL compared to non-PBL schools in the following measures:
 - Emotional engagement
 - Behavioural engagement
 - Perceived support and safety

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- Anxiety
 - Depression
 - Positive affect
- These improvements were strongest in years 1 and 2 of the PBL program.
 - The implementation of PBL did lead to increases in school identification when compared to non-PBL schools.
 - The research found that PBL needs to be applied with high fidelity to be most effective.

Background Information

- The main components of the PBL program involve creating clear behavioural expectations for students, teaching these behaviours, reinforcing students who manifest these behaviours, and adjusting interventions based on data from that school. PBL is based on three tiers of interventions, with the first tier being a general (or universal) prevention program employed with all students in school. The second and third tiers are more specialized, with interventions aimed at students who are not responsive to the first tier intervention (Horner et al., 2009).
- While every school may have its own unique set of behavioural expectations, these are put forward and promoted in a systematic way via the PBL framework. As a school-wide framework, it is applied consistently to the entire school, across all contexts (courses and freeperiods) and students.
- Data plays a critical role in initial implementation and ongoing monitoring of the PBL framework at both a school and system level. PBL works closely with School Improvement to access and maintain a suite of indicators to monitor the progress of the program within and across schools, cluster/s, and networks. The data draws on multiple sources including School Review, assessment and reporting and a range of staff and student wellbeing indicators.
- The triangulation and overlay of a range of different data provides depth to the analysis and enhance the capacity of the team to provide differentiated approaches to schools.

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Portfolio: Education and Youth Affairs

Teacher Librarians

Talking points:

- In the 2020/21 budget the ACT Government provided funding for the Masters of Education (teacher librarian) scholarships. This initiative will support 10 full-time scholarships per year until 2024. The scholarships will help support future growth in the number of teacher librarians.
- Teacher librarian scholarships are being made available to ACT public school teachers from early 2021.
- A qualified teacher librarian supports the delivery of the curriculum at a student, classroom and school level by enhancing digital, information and critical literacy skills, resourcing the curriculum and helping students become critical, creative and collaborative thinkers.

Background Information

- As at February 2019, **33 out of 89** ACT public schools **employ a full-time teacher librarian** and one school employs a part-time teacher librarian.
- Other schools have appointed classroom teachers, executive staff or administrative staff to manage their libraries. Seven schools do not have a dedicated staff member in their library.
- The ACT Government has significantly invested in providing Information Technology for ACT Public Schools; ensuring that students and teachers have the tools required for 21st Century learning.
- An increase in teacher librarians will strengthen the learning supports available to teachers and students in assisting accessing and evaluating information, supporting access to a school's library resources and facilitating cooperative planning and teaching.
- During the 2020 election ACT Labor committed to increase the number of Teacher Librarians by 25 by end of the term of government and will provide scholarships for teachers to undertake qualifications in Teacher Librarianship (LAB024a) to support this commitment. This commitment is due to begin in 2022.

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Portfolio: Education and Youth Affairs

CIRCUS PROGRAMS IN ACT SCHOOLS

Talking points:

- The Education Directorate is committed to maintaining a range of high-quality and safe learning opportunities for students in all ACT public schools.
- A Circus program is offered at University of Canberra High School Kaleen (UCKHS) as an arts elective subject for Year 7 to 10 students.
- Warehouse Circus, who support the program at UCHSK, also operate the 'Spin Out' Circus program (a modified circus program) across five ACT public schools including: Malkara, Woden, Cranleigh, Black Mountain and Maribyrnong Primary schools, and the two flexible education programs, The Cottage and Muliyan.
- The ACT Government remains committed to the safety of all students when engaging in a range of physical activities in schools.
- The Education Directorate continues to work with UCKHS to continue to deliver a safe circus program.

Key Information

- For a period of time in late 2020, the Directorate asked the principals of UCHSK and schools participating in the Spin Out program to pause all circus activity whilst the Directorate conducted appropriate risk assessments.
- The Directorate worked with schools to implement interim additional safety controls including revised procedures and protocols, pending the development of more detailed guidance for schools.
- The interim procedures required all schools to implement a range of measures including additional fall protection as appropriate, such as crash mats, for all activities up to 3 m in height, and adherence to outdoor education mandatory procedures for High Ropes activities for all circus activities above 3m.
- The principal of UCHSK has ensured the school community has been informed of the temporary measures on some activities.
- The Directorate held an engagement session in December 2020 to listen to the concerns of the UCHSK community.
- The interim measures will remain in place until the completion of a set of mandatory circus activity specific procedures and risk assessment guidance for schools. These are proposed for release in early 2021.
- Development of these procedures is being informed by the school staff circus industry experts, as well as risk, work health and safety experts.
- Principals, and through them, parents, will be kept informed of the progress of the work.

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Background Information

- The Circus program at UCKHS has been operating since 2014.
- The Directorate anticipates the additional safety considerations can be successfully implemented in early 2021, to continue to provide a safe program that is valued by the students and community.

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Portfolio: Education and Youth Affairs

University Canberra Accelerated Pathways Program (H Course)

Talking points:

- The ACT Government committed to **\$0.767 million over four years** in the 2019-20 Budget to create a University 'H' Course program with the University of Canberra (UC) for students in years 11 and 12.
- Collaboration between UC and the Education Directorate has developed an Accelerated Pathways Program as an extension opportunity for ACT year 11 students, commencing Term 2 2021.
- The Program will begin with four H Courses that are university level first semester units. These courses offer broad opportunities for tertiary study at the university:
 - Anatomy and Physiology
 - Business Decision Making
 - Information Technology
 - Psychology.
- Completion of a course will count as two units of study (Minor) for the purpose of the Year 12 Senior Secondary School Certificate and ATAR. Successful students can receive conditional early offers to study at UC and earn credit towards their degree.
- The 2021 offering will include place for **up to 100 students** and **will be available for students from ACT government and non-government schools**. This offering is likely to be expanded in future years.

Key Information

- A dedicated Program Coordinator was appointed in October 2020 to work across UC and the Education Directorate.
- Teacher recruitment by both UC and the Education Directorate has begun (January 2021). Applications closed on the 14 February 2021.
- Student applications for the program are open now. Offers will be made to students in late March 2021.
- Student numbers will be **capped at 25 students per course**, up to 100 students in the pilot year of the Program.
- The Program will be delivered in Terms 2-4 of 2021 and Terms 1-3 of 2022, for two hours per week.
- All classes will occur at the same time on a Wednesday afternoon (4:45-6:45pm) to encourage student networking and support between courses.

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Background Information

- Course areas were selected based on student feedback during forums held at various ACT schools in 2019.
- Course writing and accreditation has been finalised by the Board of Senior Secondary Studies (BSSS) and UC. Dual accreditation ensures the Program can commence in 2021.
- UC, the Directorate, BSSS and ACT Government College Principals have been consulted on the student application process.
- Development of the program enacts the 2016 ACT Labor Election Commitment for the “exploration of options with UC to provide an accelerated path to university for gifted and talented senior secondary students in government colleges.”

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Portfolio/s: Education and Youth Affairs

Disability Education

Talking points:

- The ACT Government is committed to delivering inclusive, equitable education. All schools are obliged to provide an environment where a universal sense of belonging is fostered for all students.
- Inclusion means embracing diversity in all its forms, as well as proactively ensuring students with disability and their families are included in a way which suits them.
- The ACT Government is investing in strengthening the capability of every school to respond to the diversity of individual student needs and behaviours. This commitment is reflected in the policies and procedures that drive and guide practice in our schools to ensure safe, supportive and inclusive environments.
- ACT public schools use contemporary and holistic models of student wellbeing that draws on the expertise of professionals across a range of disciplines to meet the specific needs of individual students. The government prioritises a whole-school approach to planning and individualised support for students with additional needs and targeted supports for students with disability.
- All ACT public schools are obliged to provide reasonable adjustments to meet the needs of individual students.

Key Information

Programs and supports

- The **August 2020 census** shows **2,647 students** in ACT public schools **accessing disability education programs and services**.
- In partnership with students, parents, carers and other professionals, schools make reasonable adjustments for students with disability at the time of their enrolment and during the course of their education, supporting them to access and participate in the school curriculum, programs and activities on the same basis as their peers.
- The Directorate provides a range of programs and supports for schools and students with disability from preschool to year 12. Student support teams, with input from the school psychologist work with parents and carers to understand and support students' education needs and the necessary adjustments to support learning and engagement.
- The school psychologist will support parents to consider the range of eligible programs and supports. Families that desire a specific disability program are required to apply through a central enrolment process.

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Workforce capability

- The Directorate is committed to growing workforce capability to support students with disability through:
 - A number of Professional Networks such as the Disability Education Coordination Officer Network to coordinate professional discussions, learning and training programs and create a community of practice to workshop common challenges and opportunities relating to inclusive education.
 - Establishing new forums for teachers to share knowledge, solutions and challenges, such as the Inclusive Education google classroom.
 - Teachers and school leaders are supported to undertake formal study in relation to students with disability and inclusive education and to share their learnings and best practice.
 - Professional learning is available to teachers and school staff in areas such as; fostering inclusive attitudes in school communities through the Everyone Everyday program, Disability Standards for Education training, Essential Skills for Classroom Teachers, Positive Behaviour for Learning whole school framework, Trauma Informed Practice which applies neuroscience in education principles and sessions delivered by allied health professionals to meet the specific needs of students with disability, Team Teach, Positive Behaviour Support Planning, and Reducing and Eliminating Restrictive Practice.
 - Sessions in creating inclusive school environments and supporting students with disability were also provided to school staff in recent Week 0 initiatives such as the New Educators Induction Training and the All College Day Conference.
 - Learning Support Assistants have been supported through access to professional learning including a program for LSAs to undertake a Certificate IV in Education Support to financially support up to 68 LSAs to complete this training. This program began in 2019 with 37 participants and was continued in 2020 with 31 participants.
 - A dedicated Restrictive Practice Support team within the Directorate has been established to provide support to schools to develop capacity in the area of functional behaviour analysis and positive behaviour support planning in an effort to minimise and eliminate the use of restrictive practice with students who have complex behaviours of concern.
- The ACT Government has invested in the development of safe and inclusive environments in ACT public schools. This has included development of sensory gardens; outdoor courtyards and playgrounds; classroom modifications to support sensory play and accommodate appropriate withdrawal spaces; and the establishment of spaces for small group learning. Expert advice from the directorate's occupational therapists has informed the design of these spaces.

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National Disability Insurance Scheme

- The Directorate continues to work closely with the National Disability Insurance Agency early intervention service providers, the non-government school sectors and the Child Development Service to support access and planning processes for children and young people in ACT schools.

Literacy Instruction and Dyslexia

- For students identified as at risk of learning difficulties, early identification, planning and tailoring of the teaching and learning program is critical for facilitating positive literacy outcomes.
- Teachers have access to information and professional learning to build their skills and capability to support students with learning difficulties, for example *Understanding Dyslexia and Significant Difficulties in Reading* is an online program available to all our teachers and online classroom resources are accessible through our intranet.
- Some students with needs in the area of communication and literacy may use assistive technologies such as text to speech and voice recognition software, iPads, tablets and digital recorders. These are some examples of reasonable adjustments to improve access to learning.

Background Information

- In ACT public schools, students who meet the ACT Student Disability Criteria can apply to access a range of support programs including:
 - Inclusion Support Program in mainstream classes
 - Small group programs located in mainstream schools (Learning Support Units, Learning Support Centres and Learning Support Units Autism)
 - Specialist schools
 - Hearing and Vision itinerant support
- Placement in these programs is based on priority enrolment area – the location of the program in relation to the student’s home address; the school location of other siblings in the family; and available vacancies in the program.
- Parents are encouraged to talk to their local school about their child and how the school can best support their education.
- Schools receive additional resourcing to support students with disability to facilitate reasonable adjustments to meet the needs of students.

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Portfolio: Education and Youth Affairs

Suspension Policy (ACAT Decision)

Talking points:

- ACT Public Schools use a range of prevention and early support approaches when students are demonstrating behaviour which may impact on their ability, or those of other students, to be positively engaged at school.
- Social and emotional skills are an important part of promoting student wellbeing and are developed through social and emotional learning programs in our schools.
- Suspension may be used where a principal decides it is necessary to address a situation where a student threatens the safety and wellbeing of another student, a member of the staff or another member of the school community.
- When suspension is necessary, it is used in accordance with section 36 of the *Education Act (2004)*.
- Where a family disagrees with a suspension decision, they have the right to seek a review of that decision.
- The ACT Civil and Administrative Tribunal (ACAT) is an option for an independent body to hear a range of issues, including a decision already reviewed through the Education Directorate's internal review process.
- Recently ACAT set aside a suspension decision on the basis of the information ACAT had available to them.
- This decision has provided an opportunity to review the information available to support decision-makers and the Education Directorate will be providing further information to Principals.
- In late 2019, the Directorate revised and published the *Suspension, Exclusion and Transfer of students Policy and Procedures*.
- The Directorate works with school principals, so they understand their obligations under the *Suspension, Exclusion and Transfer of students Policy and Procedures*.

Key Information

- On 3 July 2019 a primary school principal suspended a year two student for one day on the basis of violent behaviour.
- The family requested an internal review of the decision. The internal review was conducted in August 2019 and confirmed the original decision.
- The family sought a review of the decision through ACAT.
- After mediation was unsuccessful, a hearing was held from 9 to 11 September 2020.
- On 24 December 2020, ACAT ordered that the decision under review (the one-day suspension) be set aside and substituted with a decision that no action is to be taken under section 36(3) of the *Education Act 2004*.

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- The decision was made based on the following factors:
 - the limit of evidence (other than hearsay evidence) regarding the initial violence, and the lack of evidence on the extent of the subsequent violent acts towards other children;
 - that the behaviour could be said to partly be a manifestation of the child's underlying disabilities; and
 - alternative programs to suspension were not considered.
- The Tribunal was able to consider documents relating to the student's disability which was not available to the school principal or the internal review.

Background Information

- Suspension is the process of temporarily withdrawing a student from school activities and school grounds, placing them in the care of their parents and/or a person with parental responsibility, when the student displays behaviours described under section 36 of the *Education Act 2004*.
- The Directorate's *Suspension, Exclusion and Transfer of Students Policy* and Procedures provided guidance to schools on the Directorate's responsibilities to support the application of a suspension, transfer or exclusion in ACT public schools consistent with the *Education Act*.
- The Directorate's updated *Suspension, Exclusion and Transfer of Students policy* was published in December 2019 and has a focus on a prevention and early intervention approach to behaviour support to reduce the incidence of behaviours that potentially lead to suspension.
- The *Suspension, Exclusion and Transfer of Students procedure* states a key consideration for decision-making must be given to a student's needs and whether appropriate and reasonable adjustments have been made to reduce the need for the use of behaviours of concern as a means of communicating, particularly where this is a manifestation of disability.
- The ACT Education Directorate collects and analyses data on suspensions for all public school students, including those with disabilities, which is published on the Education Directorate website.

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Education Act 2004 (ACT)

36 Suspension, exclusion or transfer of student by director-general

- (1) This section applies if—
 - (a) a student attending a government school—
 - (i) is persistently and wilfully noncompliant; or
 - (ii) threatens to be violent or is violent to another student attending the school, a member of the staff of the school or anyone else involved in the school's operation; or
 - (iii) acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of another student attending the school, a member of staff of the school or anyone else involved in the school's operation; or
 - (iv) displays behaviour that is disruptive to the student's learning or that of other students; and
 - (b) the principal of the school is satisfied that action should be taken under this section.
- (2) The principal may recommend to the director-general that the director-general—
 - (a) suspend the student from the school for a stated period of not longer than 20 days; or
 - (b) transfer the student to another government school; or
 - (c) exclude the student from all government schools.
- (3) After considering the principal's recommendation, the director-general may—
 - (a) give effect to the recommendation; or
 - (b) take any other action mentioned in subsection (2) that the director-general considers appropriate; or
 - (c) suspend the student for not longer than 20 days.
- (4) The director-general may exclude the student only if—
 - (a) the student's parents have been given an opportunity to be consulted, and told in writing, about the proposed exclusion of the child and the reasons for it; and
 - (b) the student has been given a reasonable opportunity to attend counselling, undertake relevant educational programs or receive other appropriate assistance; and
 - (c) as far as the student's maturity and capacity for understanding allow, the participation of the student has been sought, and any views of the student considered, in deciding whether to exclude the student; and
 - (d) the student has been given sufficient information about the decision-making process, in a language and way that the student can understand, to allow the student to take part in the process; and

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- (e) the student has been offered alternatives for continuing the student's education during the exclusion.
- (5) The director-general may suspend or transfer the student only if—
 - (a) the student's parents have been given an opportunity to be consulted, and told in writing, about the proposed suspension or transfer of the student and the reasons for it; and
 - (b) as far as the student's maturity and capacity for understanding allow, the participation of the student has been sought, and any views of the student considered, in deciding whether to suspend or transfer the student; and
 - (c) the student has been given sufficient information about the decision-making process, in a language and way that the student can understand, to allow the student to take part in the process; and
 - (d) the student has been given a reasonable opportunity to continue the child's education during the suspension.
- (6) Despite subsection (5), the director-general may immediately suspend the student for not longer than 5 days if, in the director-general's opinion, the circumstances are of such urgency or seriousness to require the child's immediate suspension.
- (7) However, before suspending the student under subsection (6), the director-general must comply with the requirements of subsection (5) (a) to (d) to the extent that it is practicable and appropriate to do so.
- (8) To remove any doubt, the director-general may suspend the student under subsection (6) while deciding what other action (if any) should be taken in relation to the student under this section.
- (9) If the student is suspended for 7 or more school days in a school term (whether or not consecutive school days), the director-general must ensure that the student is given a reasonable opportunity to attend appropriate counselling.
- (10) The director-general may delegate the director-general's power to suspend a student from a government school for not longer than 15 days to the principal of the school.

Note For the making of delegations and the exercise of delegated functions, see [Legislation Act](#), pt 19.4.

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Portfolio/s: Education and Youth Affairs

Flexible Education

Talking points:

- At the core of the Future of Education Strategy is an acknowledgement of diversity among students and a determination to strive towards equity by responding to the needs of each individual.
- The Education Directorate has established the Flexible Education (FE) team to provide personalised education programs to students who, at a particular point in time, cannot access education at their enrolled school.
- Flexible Education includes:
 - The Hospital School,
 - The educational program at The Cottage,
 - Muliyan,
 - Murrumbidgee School (previously known as Murrumbidgee Education and Training Centre) located at Bimberi Juvenile Justice Centre,
 - Distance Education, and
 - Developing an Aboriginal and Torres Strait Islander Enrichment Centre (yet to be named)
- The Flexible Education model promotes inclusivity and individualised learning by connecting students with community agencies to coordinate various cultural programs. Where appropriate, these programs are selected and driven by student interests.
- Students at each site are supported by a multidisciplinary team to co-construct personalised learning plans, which includes both academic and wellbeing goals through a trauma-informed practice lens.
- The Flexible Education team has a strong focus on transition, ensuring students are supported to move between settings, return to their local school or move into further education, training, or employment opportunities.

Key Information

Muliyan

- Muliyan has been operational since Term 4, 2018 and is working through a continual cycle of improvement to adapt to the changing cohort and service needs of individual students.
- A Cross-Directorate Intake Panel was established to consider referrals. The panel reviews each referral on a case-by-case basis and consideration is given to the cohort mix, gender balance and level of CES intervention implemented at the students enrolled school.

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- Since commencement, Muliyan has received referral numbers that exceed the capacity of the original pilot program. To respond to increased demand for student placements, the ACT Government approved an increase in student placements from ten (10) to twenty (20) students in 2019 and from twenty (20) to thirty (30) students mid 2020. These increases included resources for additional classroom teachers and allied health professionals to provide essential supports for students. At the start of term 1 2021, Muliyan has twenty six (26) students enrolled.
- Whilst enrolled at Muliyan, students have demonstrated significant improvements in their attendance and engagement in learning. Eleven (11) year 10 students graduated from the program at the end of 2020 and transitions are being successfully supported to either College or work placements.
- In alignment with the Future of Education Strategy, a formal evaluation of the Muliyan program is currently occurring with Griffith University. Due to COVID-19 travel restrictions the evaluation has been delayed however it is anticipated a draft report will be available in term 1 2021.

Murrumbidgee School

- At Murrumbidgee School, staff have worked to build productive relationships with Community Service Directorate staff and robust governance of the school with the appointment of a new board in 2020.

Hospital School

- The Hospital School routinely provide innovative use of technologies to promote social inclusion of all students ranging from pre-school to Year 12. The Hospital School liaises with mainstream education to ensure streamlined transitions for students and positive educational outcomes.

The educational program at The Cottage

- The Cottage is a program run by Canberra Adolescent Mental Health Services (CAHMS) for secondary school students who are experiencing moderate to severe mental health issues. The teacher at The Cottage works collaboratively with CAHMS staff, parents/carers, and schools to enhance educational and wellbeing needs for young people and to provide smooth transitions back to mainstream education.

Distance Education

- The Distance Education program commenced under FE oversight during term 2, 2020. FE has worked to build a partnership with NSW Distance Education and other stakeholders to develop a high-quality service offering for young people. Regular meetings are conducted with Finigan School of Distance Education and processes for enrolment and transition in and out of the program have been strengthened. An MOU is currently being established.

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Portfolio/s: Education and Youth Affairs

OCCUPATIONAL VIOLENCE AND COMPLEX CASE MANAGEMENT

Talking points:

- The Future of Education strategy includes a strong focus on student and staff safety.
- Bullying and violence are societal issues extending beyond the school gate and require a broad societal response.
- The Education Directorate entered into an Enforceable Undertaking with Worksafe ACT in September 2018. In December 2020, Worksafe ACT confirmed the Education Directorate has met the terms of the enforceable undertaking.
- Over the **past two years, nearly \$8 million** was spent on improving work health and safety for staff and students within ACT Public Schools.
- The Education Directorate has comprehensively implemented the Occupational Violence Policy and Management Plan including:
 - working with school communities, specifically parents and the ACT Council of P&C Associations to build strong and safe communities for learning, and
 - delivering a national forum to share learnings and resources with other education jurisdictions in Australia facing the same challenges.
- The updated mandatory Work, Health and Safety and Occupational Violence training package was rolled out in Term 3 2019 and all schools have completed occupational violence management training.

Key Information

Occupational violence incidents

- An increase in the reporting of occupational violence incidents corresponds with the directorate's strong emphasis to staff on reporting through the implementation of the Directorate's Occupational Violence Management Policy and related Management Plan. It does not in itself mean there has been a real increase in occupational violence incidents.
- Occupational violence incidents range from verbal abuse and superficial injuries to, rarely, more serious incidents. Most incidents do not result in lost time injury claims.
- The Directorate established an Occupational Violence and Complex Case Management (OV&CCM) team to support schools in strengthening risk assessments and the implementation of risk management controls. This team provides a behaviourally and therapeutically informed approach to working with schools to support staff and student safety.
- The team also monitor reports of occupational violence through Riskman to support appropriate and timely responses to incidents and provide an increased level of assurance that appropriate responses are in place.

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- The team provides ongoing data analysis by staff, students, schools, and region to further inform and improve our practice and approach to preventing and reducing occupational violence. In 2020 a total of 7250 Riskman reports were submitted.
- Of the 7,250 reports **6,105** were triaged by the OV&CCM Team. This includes events that by definition are not 'occupation violence', as the staff injury was a result of student actions not explicitly directed at the staff member. For example, staff witnessing student self-harm or student non-compliance. The reports were triaged by the OV&CCM Team so appropriate resources from the Student Engagement branch could liaise with the school to provide further support.

Next Steps

- The Directorate continues to work on deeply embedding a comprehensive and robust safety management system framework. We continue to focus on developing and sustaining safe and supportive teaching and learning environments for everyone in our ACT Schools.

Background Information

Enforceable Undertaking

- On 28 September 2018, the Directorate entered an undertaking with WorkSafe ACT, on behalf of the Territory. This was made public on 15 October 2018 and contained limited details about three schools where teachers had been injured by students.
- On 2 December 2020 the Deputy Work Health Safety Commissioner wrote to the Directorate's Director-General, Katy Haire, to inform her that WorkSafe ACT is satisfied that the Directorate having met their commitments and has now discharged their Enforceable Undertaking.

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Portfolio/s: Education and Youth Affairs

Restrictive Practice in Public Schools

Talking points:

- In ACT Public schools, restrictive practice is used as a last resort when there is imminent risk to safety, for the student or others. It is not permitted to be used for compliance or to respond to verbal threats, or to prevent property damage.
- The Education Directorate complies with the *Senior Practitioner Act 2018* (the Act) and the Safe and Supportive Schools Policy, ensuring the Directorate's actions:
 - are consistent with the student's human rights,
 - safeguard the student and other staff and students from harm,
 - maximise the opportunity for positive outcomes,
 - reduce or eliminate the need for use of restrictive practices, and
 - are transparent and accountable in its use of restrictive practices.
- Schools are supported by the Directorate to meet their obligations under the Act through professional learning, targeted support in developing and implementing plans, and independent assessment and approval of plans through our ACT Education Positive Behaviour Support Panel.
- The Directorate's approach to prevention and early intervention for challenging behaviour is underpinned by whole school approaches to positive behaviour support. The Positive Behaviour for Learning (PBL) framework assists schools to build a strong, trauma-informed foundation for all students, with more individualised support tailored for students with more complex behaviours of concern.
- The Directorate works closely with the Australian Education Union, Catholic Education Office, and Association of Independent Schools to consciously work out the legislative, strategic, and operational impacts of restrictive practice.

Key Information

Restrictive Practice Reports

- ACT public schools are recording all incidents of restrictive practice on the Schools Administration System and this data is collated and provided, as agreed, to the Office of the Senior Practitioner.
- The Directorate established a Restrictive Practice team to support schools in strengthening their understanding and approaches to complex behaviours and the development of evidence based positive behavioural support plans. The team provides a behaviourally and therapeutically informed approach to working with schools on student safety.

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- The team monitors reports of Restrictive Practice through the SAS incident management system to support appropriate and timely responses to incidents and provide an increased level of assurance that appropriate responses are in place. The team also provides ongoing data analysis by staff, students, schools, and region to further inform and improve our practice and approach to preventing and reducing Restrictive Practice.
- The Directorate continues to work on developing training and education to support our schools in understanding restrictive practice and investing in evidence based behavioural support within our schools. We continue to focus on developing and sustaining safe and supportive teaching and learning environments for everyone in our ACT Schools.

Background Information

Senior Practitioner Act

- The *Senior Practitioner Act 2018* came into effect on 1 September 2018 providing a framework for the regulation of restrictive practices to minimise and wherever possible eliminate their use. It also establishes the role of the Senior Practitioner in the ACT, including the role's powers and functions.
- Under the Act, schools are defined as a provider which means they are regulated by the Act with respect to planning, implementation, and documentation of restrictive practice

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Portfolio/s: Education and Youth Affairs

SCHOOL PSYCHOLOGISTS

Talking points:

- An aim of the Future of Education Strategy is ‘to enhance student wellbeing and psychological supports to ensure students are resilient and equipped for the future’.
- School psychologists are part of the directorate’s multidisciplinary approach to supporting student inclusion, engagement, and wellbeing.
- All ACT public schools, students, parents/carers, and teachers have access to a school psychologist.
- School psychologists play a critical role in the mental health approach in the community by identifying and working with personal difficulties at the earliest opportunity.
- School psychologists work with school staff to put in place preventative strategies at the whole school level, work with students’ families and refer moderate to severe mental health issues to other specialists as well as responding to crisis where immediate assistance is required.
- Early identification of learning difficulties and timely intervention is key to success and improves future educational outcomes for students.
- Psychologists can identify barriers to learning, including specific learning disorders and provide schools with recommendations and strategies to support students in both mainstream and specialist school settings.
- To achieve the best learning and wellbeing outcomes for students, school psychologists collaborate and consult with the wider community including the Community Services Directorate and ACT Health to support ACT students and their families.
- In 2021, **81.6 psychology FTE** support students in ACT public schools.

Key Information

- School psychologists can provide direct support or interventions to students, consult with teachers and families, or work alongside other members of the student services team (school youth health nurse, school social worker, youth worker) to help students thrive in their school environment. School psychologists may also work with the school executive team on school-wide practices and procedures, as well as collaborate with community providers to coordinate services for students.
- The Assessment and Early Intervention teams ensure psychologists can attend to learning and wellbeing needs for a greater number of students for their respective school community at both universal and targeted level.

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- During the period of remote learning, the Student Wellbeing Telehealth Support Service (STWSS) was established to provide psychological support to students and their families. The STWSS remains available to reactivate to support our school communities, if required.

Referral pathways

- School psychologists are part of a larger service offering in the ACT. If a student requires specialist input (such as to address an eating disorder), or the severity of the problem is such that input from a mental health professional is required then a referral is initiated. There is strong collaboration and partnerships with community and government agencies that helps with prompt and timely referrals to agencies including:
 - ACT Mental Health;
 - Headspace ACT; and
 - ACT Child Development Service.
- Students presenting with the greatest risk factors (risk to self or others) are prioritised. All school psychologists have the required training in undertaking risk assessments that help establish safety for the student and others.

Approach to suicide

- All high schools and colleges prepare a Suicide Response Plan as part of a whole school approach to mental health and wellbeing. Headspace ACT, under the Be You – National Education Initiative, trains and supports schools' emergency response teams to undertake this planning. All secondary schools have a post-vention plan.
- Professional learning in Applied Suicide Intervention Skills Training (ASIST) is available to School Wellbeing staff and psychologists and is delivered regularly by qualified Senior Psychologists. ASIST teaches participants to recognise when someone may be at risk of suicide and work with them to create a plan that will support their immediate safety.
- ACT Health is delivering LifeSpan, an evidence-based, integrated approach to suicide prevention across the community. Of the nine LifeSpan strategies, the most relevant to Education is the strategy of promoting help seeking, mental health and resilience in schools. To support this, the Directorate has collaborated with the Office for Mental Health and Wellbeing (OMHW) to roll out the Youth Aware of Mental Health (YAM) program in ACT schools.
- YAM is being delivered in schools across the ACT to educate and engage young people in Year 9 in discussions about mental health and to promote peer support. The goal is to roll out YAM in all 19 ACT public high schools and Catholic and independent schools. In 2020, **2,247 students across 14 schools** across each sector participated in the program. An evaluation of the program will be undertaken in 2021.

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- A designated Suicide Prevention Officer is working across ACT Health and ACT Education to coordinate the existing suicide prevention programs and activities within Education and to collect data on the YAM program across ACT high schools (public and private).

Be You

- Be You, the National Education Initiative, aims to transform Australia's approach to supporting children's and young people's mental health in early learning services and schools.
- Be You promotes mental health and wellbeing, from the early years to senior secondary, and offers educators and learning communities' evidence-based online professional learning, complemented by a range of tools and resources to turn learning into action. Be You also supports the health and wellbeing of educators and the school and early childhood setting communities.
- Through continuous professional development of educators, the program aims to,
 - Promote optimal mental health and wellness, critical factors to academic success and future productivity,
 - Guide staff on how to influence good mental health and prevent suicide,
 - Build the capacity of staff, parents and guardians and students to intervene early in mental health challenges; and
 - Proactively plan against suicide and respond rapidly if it occurs.
- Be You engagement and implementation is gaining momentum and growing across Australia. Data from June 2020 notes 92% of all ACT schools had registered with Be You.

Background Information

- This table outlines the number of psychologists supporting ACT public schools in 2015-2021.

Number of psychologists in ACT Education schools							
Funded FTE	2015	2016	2017	2018	2019	2020	2021
Senior Director Clinical Practice	0	0	0	1.0	1.0	1.0	1.0
Director Clinical Practice	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Senior Psychologists	8	12.0	12.0	12.0	14.0	14.0	14.0
School Psychologists	40.5	40.5	45.0	49.4	57.0	62.0	62.0
Sub-total	49.5	53.5	58.0	63.0	73.0	78.0	78.0
Additional psychology supports provided by ACT Education							
Senior Psychologist (PBL)	-	-	0.6	0.6	0.6	0.6	0.6
School Psychologist (schools purchases)	-	0.8	0.7	1.8	0.0	0.0	0.0
Child Development Service Psychologists	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Total	52.5	57.3	61.6	68.4	76.6	81.6	81.6

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Portfolio: Education and Youth Affairs

eSafety Programs

Talking points:

- The Education Directorate takes a proactive approach to eSafety that aims to address the complex societal situations and behaviours that occur online, and build the skills and knowledge of students, staff and families in addressing these issues.
- As part of the Australian Curriculum, students are taught the concepts of using information and communication technologies (ICT) ethically, safely, and responsibly. These concepts are woven across different curriculum areas and are reinforced through social and emotional learning to ensure students have multiple opportunities to use technology responsibly and generalise this learning into all their contexts. Student skills are developed to assist them to make positive choices online.
- Families play an important role in navigating the use of technology and appropriate online behaviour with their children. The Directorate encourages families to talk about expected behaviours at home and supports this by providing a range of resources to assist parents and carers.

Key Information

- The Directorate's resources and approach relating to good digital citizenship and eSafety align with the *Safe and Supportive Schools* policy. Resources have been collated from partnerships with the Office of the eSafety Commissioner, Australian Federal Police, Google Education, and other eSafety providers.
- The Directorate has an ongoing eSafety program that is reviewed and updated regularly to address and prevent bullying, harassment and violence, including cyberbullying. The program aims to build on existing school initiatives and continue to provide information sessions for parents and carers to ensure a broad reach.
- In developing the eSafety program for 2021, the Directorate has strengthened its relationship with the Office of the eSafety Commissioner to ensure that our program is supported by emerging research and behavioural trends.
- A digital resource centre has been developed in 2021 to support students receiving ACT Government provided Chromebooks as part of the Technology Enabled Learning (TEL) Program. This resource provides students with a curated collection of materials and contacts to navigate if issues are faced online.
- The *Communities Online: Acceptable use of ICT – Parents and Students* Policy and related guidelines define acceptable use of ICT resources provided by the Directorate. Students and carers sign this agreement annually to confirm the student's understanding of their roles and responsibilities. Parents are provided with the Privacy Information for digital tools used for learning and classroom collaboration in ACT public schools.

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- *Termly Acceptable Use of ICT Agreement* reminders will continue in 2021 in preparation for the school year. The reminders began on Safer Internet Day (9 February 2021), and will run for five weeks to ensure that all students and schools are aware of the importance of safety online and of their responsibilities in using ICT for school.

Background Information

- During Semester 2 2020, the Directorate's eSafety Officer undertook **28 school visits** to present education sessions to students and teachers.
- The Directorate also collaborated with the Office of the eSafety Commissioner, the Australian Federal Police (AFP), and ACT Policing to develop an *eSafety for Families* webinar which was held on 16 September 2020. Over **140 individuals participated** in this session.
- The Directorate implemented a standardised approach to internet filtering in early 2020, ensuring that the rules are aligned to school grade levels across all schools in the ACT. This is to support the different educational needs of students as they progress through their academic career.

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Portfolio/s: Education and Youth Affairs

Use of Technology in Schools

Talking Points:

- **ACT Government has delivered against the 2016 election commitment (Technology Enabled Learning (TEL))** to provide every ACT public high school and college student with access to a device since February 2018.
- \$18,800,000 million was committed to the four-year program in the 2017/18 budget.
- **22,000 Chromebooks** have been distributed to ACT public school secondary students, of which:
 - 3,300 have been distributed in January 2021 to new year 7 secondary students and new students who have joined years 8,9 or 10.
- **A further 10,000 devices will be provided to secondary students as part of a device refresh** in the first half of 2021.
- The TEL program is a voluntary program, with some families electing to Bring Your Own Device (BYOD) or not participate. Currently the **participation rates in high schools** are around **95%**, and around **82% in colleges**.
- ACT Government provides primary schools with shared Chromebook devices at one device per three student ratio.
- During the COVID-19 pandemic, ACT public schools were able to shift quickly to support remote learning for Term 2, 2020. Secondary students were well positioned for this as they already had access to a TEL device. The ACT Government supplied devices to 11,000 Y4-Y6 students to support their learning over this period. These devices were returned to the school, following the return to on campus learning.
- During COVID-19 pandemic, over **600 internet dongles and sim cards** were provided to families to ensure they had connection to the internet to support remote learning.
- **After the return to on campus learning, over 300 students in years 7 to 12** continued to be supported by the ACT Government with ongoing the internet dongles/sim cards to enable their learning.
- The BYOD policy allows students to bring their own device to school to assist with their learning.
- Implementing the BYOD policy is a school-based decision made in consultation with the community, and implementation varies between educational institution.

Key Information

Devices in Schools/Personal Electronic Devices (including mobile phones)

- The BYOD policy states that “students may bring personal electronic devices (PEDs) to school to support their learning”.

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- The BYOD policy was developed over two years with extensive consultation with school staff, parents and interested community organisations.
- The policy provides recommendations to schools of what should be addressed as part of the parent and community consultation, including equity, diversity of devices, privacy, security and other local community needs.
- Implementing the BYOD policy is a school-based decision made in consultation with the community, and implementation varies between educational institution.
- Schools who have implemented the BYOD policy hosted information forums for families and the broader community to provide input on implementation.
- The policy aligns with the Australian Curriculum, which requires students to understand how to independently select and operate various devices that they can personalise to assist in their learning.

Learn, Anywhere - student use of ICT

- The *ACT Learn, Anywhere* program provides a framework for schools, students and families to utilise ICT tools and services in education.
- The *Digital Backpack* is a simple entry point for students and teachers to access online tools which will aid their learning.
- Cloud services, such as *Google G Suite* and *Microsoft Office 365*, are accessible through the Backpack, as well as access to resources on cyber safety.
- A School Education Advisory Committee was established to provide recommendations to the Minister regarding the implementation of the *TEL program*.
- ACT public schools have access to a secure and high-speed network, with among the best speeds in Australia. Internet traffic is filtered to ensure that student accessed content is appropriate and safe.
- To enable students to successfully operate as digital citizens they are required to read, understand and sign the ACT schools Acceptable Use of ICT Policy. If they contravene this, they will be appropriately counselled by their school.
- ACT applies Australian Curriculum standards to embed ICT across the curriculum; this includes digital citizenship and safe behaviours in the use of technology.

Gmail Incident

- On Friday 14 August 2020, an email incident occurred across the ACT public school Google platform, resulting in the distribution of inappropriate material to a large number of students' Gmail accounts. We are deeply sorry for any inconvenience or impact that this incident may have caused our students and families.
- The issue was caused by unintended student access to group email lists and was not an external security breach. No external body has hacked or exported information from the system.

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- A very small number of students were involved in posting inappropriate content, and we took steps to address this issue with them and their families directly.
- The Education Directorate moved quickly to limit system access, including from Gmail and the Google platform.
- The Education Directorate immediately began an investigation and engaged an independent consultant to provide oversight of this activity. They also provided assurance that appropriate controls were in place prior to reactivation of the platform.
- The Directorate's investigation identified the source of the problem. Work was completed earlier in 2020 regarding the creation of background year level groups in Google, believed to be inaccessible by students. On the 14 August 2020, a student inadvertently shared a file to all students within one of these Groups.
- Subsequently, some students 'replied all' to this group and began sharing emails. This then escalated to emails being shared across multiple year groups.
- A significant number of emails were exchanged, some of which contained inappropriate material. Given that inappropriate material was shared, the matter was referred to the Australian Federal Police.
- The vast majority of students who received unwanted emails either deleted them, ignored them or requested to be removed from distribution lists. This reflects the behaviour that we have been trying to instil in our students.
- We take the safety and security of our system seriously. Directorate staff worked over the weekend following this incident to ensure appropriate safeguards were in place across the system. The system was reinstated in a phased approach, bringing Google drive and classroom back first and then Gmail.
- Any students or parents with any concerns about this incident were strongly encouraged to either contact their school directly or our Families and Students, Complaints and Feedback Unit online or by phone.



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Portfolio/s: Education and Youth Affairs

Web Filtering Updates and Security

Talking Points:

- ACT public school students are being empowered with the knowledge, skills and confidence to learn with digital tools at school, at home, at work and in their communities. Chromebooks provide students with greater flexibility over how, where and when they learn, and our schools assist them with learning how to learn online safely.
- The Education Directorate supports the safety of students engaging online through an eSafety approach that includes a range of security measures, as well as social and emotional learning for students to help them become good, and safe, digital citizens.
- ACT public school students and parents agree to *Communities Online: Acceptable use of ICT – Parents and Students Policy*.
- Web filtering has been applied across ACT public schools since 2012. An update to web filtering occurred on 13 January 2021. This update ensures that the learning environment is grade level appropriate and consistent wherever and whenever a student is using their Chromebook.
- In phased approach from mid to late 2020, web filtering was extended to primary and secondary school devices from the schools' network, to be applied to ACT Government devices, ensuring filtering from any internet connection.
- The web filtering rules are aligned to school grade levels to support the different educational needs of students.
- The Education Directorate routinely receives feedback on access to websites and manages controls appropriately.

Key Information

- Students have raised concerns with respect to access to certain online sites, including YouTube. The web filtering rules apply to YouTube with varying levels of access based on school year.
- By preventing access to unsafe content at the device level, students are provided with a safe way to access educational material wherever they are studying, and whatever internet connection they are using.
- Security and Web filtering rules are reviewed regularly, including reviewing feedback from the school community, and can be updated to support changes to pedagogy or learning needs. Teachers can request sites to be blocked or unblocked.
- There was some media coverage of the change to web filtering in January. The Directorate acknowledged that communications could have been better targeted to students about the forthcoming changes.

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Portfolio/s: Education and Youth Affairs

School Banking

Talking points:

- The ACT Public School system has a strong record of teaching financial literacy.
- The teaching of financial literacy is separate to school banking.
- The ACT Government will transition away from school banking with all programs ceasing by 1 July 2021. This process will be sensitive to the needs of every school community and honour the great work of volunteers working in our schools.
- The Education Directorate works with Australian Securities and Investments Commission (ASIC) through the use of 'Moneysmart' which provides curriculum resources and professional learning for our teachers. This ensures that our teachers are well supported in teaching financial literacy in their classrooms.
- School banking programs have been considered recently through the *Review of School Banking Programs* commissioned by ASIC.
- Following the Review, ASIC reported that school banking providers could not provide sufficient evidence that their programs resulted in financial capability outcomes.
- School communities vary in the value they place on school banking programs.
- The decision to offer a school banking program has been at the discretion of individual schools and student participation in the program was approved by families.
- Participation rates for ACT K-6 public school students has significantly decreased in the last 2 years.

Key Information

- School banking programs do not form part of the Australian Curriculum.
- The majority of school banking programs operated in ACT public schools are managed by school parents and citizens associations (P&Cs).
- Participation of ACT public school students in school banking programs has decreased significantly:
 - In 2018, approximately **19%** of all ACT K-6 public school students participated in a school banking program.
 - In 2020, approximately **7%** of all ACT K-6 public school students participated in a school banking program.

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- School banking provides revenue paid from providers to P&Cs or schools participating in a school banking programs:
 - In 2018, \$36,000 was provided to P&Cs or schools.
 - In 2020, it is estimated that **no more than \$20,000** was provided to P&Cs or schools.
- Feedback from P&Cs and schools reported a decrease in student participation in school banking programs for the following reason/s:
 - parents choosing to withdraw their child from the program due to negative public attention and mistrust in school banking programs;
 - Principals and P&Cs choosing to no longer offer a school banking program at their school;
 - lower participation following the remote learning period; and
 - lack of parent volunteers willing to run the program.

Background Information

- On 29 November 2020, Victoria announced that school banking programs would be banned in Victorian government schools from Term 1 2021.
- ASIC's *Review of School Banking Programs* was released on 15 December 2020.

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Portfolio: Education and Youth Affairs

Defence Industry Organisations

Talking points:

- Defence industry organisations occasionally sponsor events that ACT public school students engage in.
- Defence industry organisations may also provide information about career options to students at events such as the Year 10 Careers Expo.

Key Information

- Canberra has the largest concentration of defence and national security agencies, assets, organisations, diplomatic networks and industry bodies in Australia.
- The Education Directorate and ACT public schools occasionally engage with the Australian Defence Force, as with public service organisations to provide pathways for students. This may include promoting career opportunities for indigenous students in the Australian Defence Force or providing a work experience option or pathways to tertiary study at the Australian Defence Force Academy.
- Some defence industry organisations have provided funding and support for STEM education initiatives. E.g. Lockheed Martin supported the National Youth Science Forum for several years.
- In 2018-2019 Northrop Grumman provided sponsorship for the Cyber Taipan (a computer coding competition) that some ACT schools engaged with.
- There may be further contact between individual schools and defence industry organisations (such as through work experience opportunities) but this information is not collected centrally.

Background Information

- On 30 November 2020, Mr Glenn Fowler, Secretary, AEU, ACT Branch requested information on regarding any links that may exist between weapons companies and ACT public schools.
- The *Established, Capable, Skilled* defence strategy outlines how the ACT Government will build up Canberra's already significant and globally competitive defence industry to support Defence and secure flow-on economic benefits for the Canberra community.
- The defence strategy is the responsibility of CMTEDD, Economic Development Division.

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- The defence strategy includes the action:
 - “Through our high-quality education system and government supported STEM outreach initiatives such as Inspiring Australia (ACT), we will:
 - promote STEM (space and cyber) career pathways in ACT primary and secondary school [*sic*], and
 - work with the local defence businesses through industry partnerships and programs to promote awareness of defence career paths.”
- A measure of success in the industry includes: “the number of space and cyber career initiatives (primary and secondary school).”
- The ACT Defence Industry Advisory Board (the Board) provides high-level strategic and policy advice to promote the growth of the ACT’s defence and related industries in accordance with the ACT Government’s economic development strategy.

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Portfolio/s: Education and Youth Affairs

Languages in Schools

Talking points:

- Languages are one of the eight learning areas delivered under the Australian Curriculum delivered in ACT schools.
- Languages are highly valued in ACT public schools.
- ACT public schools can choose to deliver one of eight priority languages. These are: French, German, Italian, Spanish, Mandarin, Indonesian, Japanese and Korean.
- Decisions about the languages taught in individual schools are made by the Principal in consultation with the School Board and community.
- Schools may choose to offer more than one of the eight priority languages and, may also offer languages outside the eight identified as priority languages.
- The Education Directorate (the Directorate) is reviewing the delivery of languages in ACT public schools to ensure that languages continue to be implemented effectively across schools. The review will examine where and how languages are taught, the languages delivered and the provision of language pathways in ACT public schools.
- In 2020 as part of the Education Directorate's COVID-19 response, ACT public schools engaged in a period of remote learning. Languages education was delivered using alternative learning models and methods. Teachers and students used a range of online delivery options and online learning platforms.

Key Information

- There are currently a small number of ACT public schools that do not offer one of the eight priority languages. Reasons for this may include staff availability.
- In 2020, the Directorate undertook a national, targeted recruitment drive to support these schools to engage languages teachers to deliver one of the eight priority languages. This recruitment process is ongoing.
- On **28 November 2018** a Motion was passed in the ACT Legislative Assembly. The resolution was to, 'develop an action plan to encourage, improve and support language education in Canberra Schools as a part of implementing the Future of Education Strategy'.
- An ACT Languages Action Plan is currently under development and will support schools and the ACT to continue to position language education as a valued and important part of the ACT's future economic, education and social fabric.
- The draft Languages Action Plan is in the final stages of development and will explore a range of important challenges and opportunities for the delivery of languages in ACT public schools.

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Background Information

- Languages play a key role in supporting the implementation of the *Future of Education Strategy*. Languages education places students at the centre of learning by providing critical capabilities, knowledge and a deep understanding of other cultures and insights into our own multicultural community. Language proficiency in a second language strongly influences students to become effective members in a diverse ACT community.
- The ACT *Curriculum* Policy and procedures mandate that all ACT public schools deliver a minimum of 60 minutes per week in years 3 to 6 and 150 minutes per week in years 7 to 8 of language learning.
- The Directorate supports a number of language related initiatives including the provision of Language Teaching Assistants, support for language teachers through language networks and the support of Community Language Schools in the ACT.
- Belconnen High School leverages off the *Australian Curriculum: Aboriginal and Torres Strait Islander Languages Framework*, developing and offering the *Connecting to Country* course which includes aspects of Aboriginal and Torres Strait Islander languages as part of its language offerings.
- There are three schools in the ACT that provide bilingual education: Yarralumla Primary School studying Italian; Mawson Primary School studying Chinese; and Telopea Park School studying French.
- The ACT has a strong and extensive Community Languages Network covering over **50 schools** and representing more than **40 languages**. The Education Directorate chairs the Community Languages Network and provides professional learning to the community language school teachers.
- The ACT Education Directorate is currently working with the German Community and the Bilingual Schools Australia to explore opportunities for language pathways for ACT public school students. The outcomes of these discussion will be reflected in the final ACT Languages Action Plan for further consideration and exploration.
- Analysis of the 2020 Language Census data has commenced and will inform on the current status of languages in ACT public schools and provide information for future plans in languages delivery. Pathways documents are being updated to reflect language changes and projected pathways.

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Portfolio/s: Education and Youth Affairs

School Fences

Talking points:

- The safety of students, staff and the community is of paramount importance to the ACT Government.
- A total of **83 ACT public school sites** (out of 93) have a partial or full perimeter security fence. The decision to install a partial or full perimeter security fences on school sites is based on the safety and security needs of each individual school. The ACT Government does not have a mandatory requirement that existing schools must be fenced.
- The Education Directorate has an ongoing program of security fencing works that are usually initiated by each schools' executive. Before the fencing works are considered for approval to proceed by the Directorate, the school principal, Board Chair and P&C President must sign a joint letter confirming the need for a fence and must undertake a formal consultation process with their school and local community that results in over-whelming support for the fence.

Key Information

Works in progress or completed within the last 12 months:

- An extended fence was constructed at Caroline Chisholm Primary to include new playground equipment;
- A fence to the courtyard and junior play equipment was constructed at Majura Primary School prior to the start of term 1, 2021;
- An existing fence at Kingsford Smith School was upgraded in 2020 to the current school standard design due to ongoing vandalism;
- A new perimeter fence is currently under construction at UC Kaleen High;
- Community consultation for a new fence at Caroline Chisholm senior campus has been completed and construction will commence in the 2021-22 program of works;
- Design documentation for new fences at Hawker College, Ainslie Primary School, Charles Weston School oval, and Majura Primary School have been completed. Community consultation in these schools will commence during Term 1 2021;
- Following previous unsuccessful attempts, Garran Primary School and Miles Franklin Primary School may re-commence community consultation about fully fencing the school grounds as a result of ongoing security incidents.

Background Information

- There are 89 ACT public schools (including Evelyn Scott School), however **93 school sites** are reported in this brief as four schools have two campuses. These are Caroline Chisholm, Gold Creek, Melba Copland and Wanniasa Schools.

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- Given the significant capital investment in new schools, the planning and design for a new school includes the installation of a perimeter security fence. The location of the fence ensures that community access to facilities outside school hours is provided, wherever possible.
- In existing schools seeking a new security fence, the designs for security fences also aim to ensure that community access to school facilities is maintained outside school hours, for example weekends and school term breaks.
- Some schools leave gates unlocked outside school hours to allow access to school ovals and play equipment. At other schools, arrangements can be made with the school administration to gain access to the grounds and facilities. Schools assess the risks in determining access arrangements.
- A trial of an automated gate unlocking system was suspended in 2020 due to COVID-19 limitations. The equipment has been installed at Forrest Primary School and the trial will re-commence in 2021.

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Portfolio/s: Education and Youth Affairs

Strategic Objective 1: To promote greater equity in learning outcomes in and across ACT public schools

Talking points:

- The strategic indicator is based on the difference in NAPLAN scores in reading and numeracy between educationally less advantaged groups of students (those where highest level of parental education is less than a university degree) and the most educationally advantaged group of students (those with parents with a university qualification or above). The difference in outcomes for these two groups represents the equity gap for students in ACT public schools.
- Reducing the gap is the goal, so lower numbers in the indicator show improvement. The measure is a long term indicator of changes that are anticipated. The measure will be subject to fluctuations on a year-to-year basis. For example, the gap might close in any single year due either to the more advantaged group achieving a slightly lower score, or because the less advantaged group achieves a higher score. Equally, the less advantaged group might achieve an increase in their score, but the more advantaged group may achieve a larger increase, thus widening the gap in that year.
- A goal of the ACT Government is to reduce the equity gap in educational outcomes over time. In 2019, the equity gap got smaller.
- The ACT Government is not only focused on providing equality of opportunity to all our students but also focusses on considering the individual circumstances of every student in order to facilitate more equitable educational outcomes.
- A socio-educational needs based loading is provided to schools as a component of the Student Resource Allocation (SRA) which, has been developed to reflect the ACT Government's commitment to implement a student needs based school funding model for ACT public schools.

Key Information

Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in **reading**.

	2015	2016	2017	2018	2019 Target	2019 Actual
Equity Gap	51	48	45	57	54	52

Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in **numeracy**

	2015	2016	2017	2018	2019 Target	2019 Actual
Equity Gap	41	45	37	45	42	44

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Background Information

- The ACT public education system is underpinned by the right of all children to access high quality education. Individual personal circumstances create socio-educational differences among students and these explain more than a quarter of variation in student education outcomes.
- Not all children are able to access the same educational advantages when starting their education. Some children receive more at-home and early childhood education, than others, while some first access their education at the start of preschool or kindergarten. The difference in accessing opportunities may be the result of socio-economic factors, physical or mental health issues, or a disability, and cultural backgrounds or familial circumstances.
- 2018 was the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2015 have been retrospectively calculated for reference and have limited comparative value.
- The funding to schools in need on the basis of socio-educational disadvantage is provided under SRA as the low Socio-Economic Status (SES) needs based loading in addition to the Core Funding and other loadings.
- The Student Family Education and Occupation Index (SFI) aggregated at school level uses parental education and occupation levels of both parents of a student to determine school-level need and allocates proportionate funds to schools in need based on SFI score.
- Parental educational level has been used for determining the equity gap for reporting at jurisdictional level because parental education is more stable over time.

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Portfolio/s: Education and Youth Affairs

Strategic Objective 2

NAPLAN Gain: *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*

Talking points:

- The Future of Education strategy sets the objective for the Directorate to ensure that student success through the delivery of high quality learning that engages students and supports the development of learning for life.
- Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year's learning for a year's teaching, these strategic indicators measure the growth in learning of our students.
- The variation in gain over time in the ACT reflects the national pattern. Each NAPLAN cycle, student scores are equated to a common national scale. The equating and scaling processes create small, non-significant, variations in national and in jurisdiction means over time.
- Between 2016 & 2017, the ACT public school year 3 reading mean increased from 440 to 446 points, while the year 5 public school reading mean decreased from 522 to 520 points.
- This had the effect of reducing the ACT public school gain from 82 points between 2016-18 to 74 points in 2017-19. Similar changes occurred nationally, with the years 3-5 reading gain decreasing from 84 points in 2016-18 to 75 points in 2017-19.
- Similar variations occurred in the ACT and nationally for years 3-5 in numeracy and for years 7-9 in both reading and numeracy.
- These variations do not represent an actual change in performance but rather are inherent effects due to measurement issues and the nature of the equating and scaling processes. Due to COVID-19 disruptions, the NAPLAN 2020 testing event did not occur. As a result, no data are available to report for the 2018-20 gain cycle.

Key Information

Strategic Indicator 2(a): Increase in the ACT public schools NAPLAN gain for years 3-5 in reading.

	2013-15	2014-16	2015-17	2016-18	2017-19 Target	2017-19
Year 3	442	439	441	440	442	446
Year 5	522	515	520	522	526	520
Gain	80	76	79	82	84	74

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Table X: Strategic Indicator 2(b): Increase in the ACT public schools NAPLAN gain for years 3-5 in numeracy

	2013-15	2014-16	2015-17	2016-18	2017-19 Target	2017-19
Year 3	413	415	411	412	416	421
Year 5	503	498	497	497	506	499
Gain	90	83	86	85	90	79

Table X: Strategic Indicator 2(c): Increase in the ACT public schools NAPLAN gain for years 7-9 in reading

	2013-15	2014-16	2015-17	2016-18	2017-19 Target	2017-19
Year 7	558	563	566	558	560	563
Year 9	597	597	596	599	600	592
Gain	39	34	30	40	40	29

Table X: Strategic Indicator 2(d): Increase in the ACT public schools NAPLAN gain for years 7-9 in numeracy

	2013-15	2014-16	2015-17	2016-18	2017-19 Target	2017-19
Year 7	548	552	551	556	556	561
Year 9	597	593	594	600	603	594
Gain	49	41	43	44	47	33

Background Information

- Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year's learning for a year's teaching, the new strategic indicators measure the growth in learning of our students.
- Students generally experience a higher gain in their early years of schooling while developing a foundation and understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN results where students experience twice the gain between years 3 and 5 compared with the gain of students between years 7 and 9 students. The gain measure accounts for these different starting points and differences in the rate of expected growth.

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Strategic Objective 3 – To centre teaching and learning around students as individuals

Talking points:

- A strong sense of identity (belonging) with a school is important. There is a positive correlation between a stronger identification between a student and their school, and the outcomes that the student achieves. Similarly, positive staff identification and parent/carer identification with the school has a beneficial impact on wellbeing and school culture
- School Identification (sense of belonging) for students was very close to the target of 61% and for staff of 92%. Differences between the outcome and the target may will be due to natural variation over time.
- School Identification (sense of belonging) in 2019 for for parents and carers has not met the target of 87% of parents strongly identifying with their childrens' school.
- For parents and carers there was a substantial change from 86% strongly identifying with the school in 2018 to 73% in 2019. The cause of this change is due to an alteration in the approach to the measurement of School Identification between 2018 and 2019. The actual change when looking at comparable approaches is from 86% to 82%.
- Proportions of those with strong, neutral and weak identification are outlined in the table below.

Key Information

- The measure School Identification for parents and carers is based upon the mean score of the following items: (i)"Belonging to this school community is important to me", (ii)"I am happy to be a part of this school community" and (iii)"I feel a strong connection to this school". Participants responded to each item on a 5-point Likert scale (1=strongly disagree to 5=strongly agree). An additional category (6=don't know) is provided, but these responses were not included in the calculation of the mean.
- Item (iii) was added in 2019 and disrupted the data series. It is therefore not advised that comparisons are made between 2018 and 2019 data.
- Reconstruction of School Identification in 2019 without item (iii) creates a valid comparison. In 2019 the proportion of parents and carers strongly identifying with their school, based on the reduced number of items, was 82%.

Background Information

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- Parent/Carer School Identification informs about parent/carer attitudes to and interaction with the physical, emotional and relational environment of the school.
- The School Identification scale was developed as part of the Australian School Climate and Identification Measurement Tool by the ANU Research School of Psychology.
- The following table outlines proportions of students, staff, parents and carers with strong, neutral and weak identification in the years 2018 and 2019.

	2018			2019		
	% Strong	% Neutral	% Weak	% Strong	% Neutral	% Weak
Student	60%	28%	11%	60%	25%	11%
Staff	91%	7%	1%	89%	6%	1%
Parent	86%	11%	1%	73%	20%	3%
Parent without (iii)	86%	11%	1%	82%	12%	1%

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Portfolio/s: Education and Youth Affairs

NAPLAN Results and Participation and Performance of the ACT education system

Talking points:

- ACT students performed well in NAPLAN 2019 when compared to students in other states and territories, particularly in reading and numeracy
- We're committed to continuing to improve the quality of the education our students receive and providing pathways and opportunities for our students.
- Improving student outcomes in literacy and numeracy in ACT public schools is prioritised through the Directorate's Strategic Plan.
- The Directorate supports all schools to implement the Australian Curriculum and provides professional learning opportunities aimed at strengthening leadership and teaching in numeracy.
- In line with the National STEM School Education Strategy, and through the Academy of Future Skills, the Directorate is investing in high quality, inquiry based learning programs that include a strong focus on numeracy.
- Since 2016, the Government and the Directorate have openly acknowledged the importance of equity of outcomes and the overall plateauing of NAPLAN results and these issues have been pursued by the media on a number of occasions.

Aboriginal and Torres Strait Islander performance

Top two performance bands:

- In 2019 seven percent of ACT Aboriginal and Torres Strait Islander students were represented in the top two NAPLAN bands for reading across years 3, 5, 7 and 9, compared with twenty-nine percent of ACT non-Aboriginal & Torres Strait Islander students. For numeracy, six percent of ACT Aboriginal and Torres Strait Islander students were represented in the top two NAPLAN bands for reading across years 3, 5, 7 and 9, compared with thirty-five percent of ACT non-Aboriginal & Torres Strait Islander students.

Bottom two performance bands:

- In 2019 thirty-six percent of Aboriginal and Torres Strait Islander students were represented in the bottom two NAPLAN bands for reading across years 3, 5, 7 and 9, compared with thirteen percent of non-Aboriginal & Torres Strait Islander students. For numeracy, thirty-five percent of Aboriginal and Torres Strait Islander students were represented in the bottom two NAPLAN bands for reading across years 3, 5, 7 and 9, compared with thirteen percent of non-Aboriginal & Torres Strait Islander students.

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Key Information

NAPLAN Results

- The NAPLAN 2019 National Report, released 25 February 2020, showed that ACT school students maintained their overall high performance, along with Victoria and NSW. ACT results in 2019 were statistically similar to the 2018 results, except year 5 writing, which shows a significant decrease, which was also evident in Tasmania.
- In 2019, across the ACT, 98 per cent of schools and more than 99 per cent of students participated in NAPLAN online across four domains - reading, persuasive writing, language conventions and numeracy.
- Over time, most of the variation in ACT performance have tended to mirror changes in national results, both positive and negative.

Proportion of students in the top and bottom two bands for NAPLAN reading and numeracy – 2019

Domain	Top 2 bands		Bottom 2 bands	
	Aboriginal and Torres Strait Islander (%)	non-Aboriginal and Torres Strait Islander (%)	Aboriginal and Torres Strait Islander (%)	non-Aboriginal and Torres Strait Islander (%)
Reading	7	29	36	13
Numeracy	6	35	35	13

Background Information

- NAPLAN Online commenced implementation in 2018. The 2019 NAPLAN Online test window ran from 14 May to 24 May 2019. Approximately 20,500 students in 120 (98%) ACT schools participated online in 2019, with only three small independent schools delivering NAPLAN on paper.
- The 2020 NAPLAN testing program was cancelled due to the COVID-19 situation.

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Portfolio/s: Education and Youth Affairs

Principal Health and Wellbeing

Talking points:

- We have a strong focus on principal health and wellbeing, and this is evidenced in our partnership with ACT Principals Association (ACTPA). Together we have prioritised the development of leadership capability and effective management practices through targeted health and wellbeing approaches.
- To achieve this the Directorate has received advice and resources from national and international experts to ensure principal health and wellbeing is privileged.
- The Directorate has partnered with ACT Principals Association (ACTPA) to develop a Principal Health and Wellbeing Plan delivering a range of immediate, short- and long-term initiatives to support the focus on principal health and wellbeing.
- The plan responds to the *Australian Principal Occupational Health, Safety and wellbeing Survey Report (2019)* by Philip Riley and Sioau-Mai See and addresses recommendations in the ACTPA report on *Principal Wellbeing in ACT Public Schools Report*.
- Recommendations support health and wellbeing by investing in principal capability and efficacy which translates into job satisfaction and means principals are better equipped and skilled in executing their roles.
- The implementation of the strategy has reached its final stages with a Review workshop held with ACTPA on 9 September 2020 to review progress to date and determine next steps.
- An outcome from the workshop is the development of a more agile and collaborative engagement to enable the exploration of strategic issues, research, problems of practice and best practice in Principal Health and Wellbeing.
- The impact of COVID-19 connected School Improvement Group with the expert advice of Carol Mutch, Professor of Critical Studies in Education in the Faculty of Education and Social Work the University of Auckland and UNESCO Advisor on Education Post Disasters. Her advice impacted on how we supported school leaders as a system through these challenging times and ensured Directors of School Improvement tailored their approaches to support principal wellbeing.
- Our ongoing priority and focus, given the impact of world events on society and the critical role our schools play in supporting students and parents in these difficult times.

Key Information

- Principal Health and Wellbeing is acknowledged by the Directorate as an important contributor to retaining and developing high-quality school leadership and positive impact for school improvement.

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- Principal Health and Wellbeing is a key improvement strategy as part of the The Empowered Learning Professionals Leadership Plan 2018-2021 designed to support job confidence and satisfaction.

Background Information

- The Principal Health and Wellbeing Plan is aimed at increasing the focus on the mental and physical wellbeing of our principals and to instigate cultural change more broadly.
- The Principal Health and Wellbeing Plan was launched in October 2018 with nine recommendations to be delivered as part of the plan.
- *The Empowered Learning Professionals Leadership Plan 2018-2021* (ELPLP) ensures principal health and wellbeing is a key component of professional conversations with leaders at all levels.

Portfolio/s: Education and Youth Affairs**Future of Education Achievements****Talking points:**

- In 2019-20 the implementation of the *Future of Education strategy* focused on strengthening inclusive education, giving students more of a say, supporting school leader wellbeing and capability, strengthening partnerships between community services and schools, and improving data to support evidence based decisions across the education system.
- Despite the impacts of COVID-19, the majority of phase one activities have been completed or established for longer term implementation. An evaluation of phase one implementation is currently being finalised and will inform the Phase Two Implementation Plan.
- Positive feedback has been received from students. For example, in 2020 one student shared “Since I started my ASbA in 2019 I have gone from a young person who could barely turn up to school to a straight A student in year 12, a university entrant and a finalist for the ACT ASbA of the year award. My achievements are something I take great pride in, as only a couple of years ago I thought I would never finish year 12” (Minister’s Students Congress 2020).

Key Information***Highlights from Foundation 1: Placing students at the centre of their learning***

- Implementation of Positive Behaviours for Learning (PBL) in ACT public schools and the expansion of the PBL team by five additional staff, including a psychologist.
- Expansion of the Occupational Violence and Complex Case Management Team (OVCCMT) to include occupational therapists, social workers, speech pathologists and psychologists.
- *Certificate IV in Education Support* qualification scholarships provided to 68 Learning Support Assistants.
- Two staff Wellbeing expos; *EDU ‘Be a Safety Champion’ Your Wellbeing, Our Future* were held.
- Three *Building Strong and Safe Communities for Learning* workshops were designed and delivered in partnership with the ACT Council of Parents and Citizens Associations for approx. 117 attendees.
- The Network Student Engagement Team (NSET) supported implementation of the Continuum of Education Supports (CES) in all public high schools.
- Expansion of flexible education options, with increased access to the *Muliyen* program to 20 high school students in 2019 who could not attend their usual school.
- Inclusion and wellbeing supports were provided through onsite access to psychologists, social workers and youth workers in all ACT public schools.

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- Occupational therapist advice and support was provided for development of sensory spaces to meet individual student needs.
- Promotion of *The Aboriginal and Torres Strait Islander Histories and Cultures Enriched Elaborations for Science* in ACT schools.
- Cultural integrity strengthened within all schools with cultural inclusion training for all School Leader A, B and Cs and cultural competency training and implementation embedded in annual school review processes.
- Explicit alignment of Academic reporting to the Achievement Standards, with the new School Administration System (SAS) reporting module capturing student achievement.
- The 'Ask Us' resource provided for all ACT schools to support student voice.
- Enhanced student pathways and access to STEM programs through development of the *Academy of Future Skills* to support teacher professional learning and engage students in strong pathways including in STEM industries for young women and skills of the future.
- The STEMEd Conference with three renowned keynote speakers and 125 and 115 delegates in attendance for each day respectively.
- Launch of the Girls in STEM Grants to fund opportunities for young women to connect with STEM industries and programs of study.
- Work commenced with the Board of Senior Secondary Studies (BSSS) to improve the accessibility and personalisation of VET and the university course program (H Course). Participating students can gain senior secondary and University credit simultaneously, to provide greater pathways to work and transition opportunities that contribute to the ATAR and access to early offers.

Highlights from Foundation 2: Empowering learning professionals

- Participation of 25 schools in the University of Canberra *Affiliated Schools* program with 10 schools in the full partnership with benefits that include:
 - hosting pre-service teachers to participate in clinics and practical experience requirements associated with their degree
 - Masters of Education scholarships for in service teachers
 - Professional learning for in service teachers
 - Joint participation in research
 - School based coordinator
- Legislative change enabling the pre-service teacher register (PSTR) was enacted. Business system development continues to enable records of professional experience placements.
- Continued growth of Highly Accomplished and Lead Teacher certification with 100 additional applications since 2019 and eight new schools.
- Ongoing consultations with the ACT Principals Association, Principals Advisory Group and the Senior Executive Team focus groups on development of the Principal Preparation and

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the Principal Coaching and Mentoring model.

- The 2019 Bastow Leadership Institute *Principal Health and Wellbeing: Mindsets for Effective Change* course, attended by 90 Principals.

Highlights from Foundation 3: Building strong communities for learning

- Development of modern service agreements in partnership with Early Childhood Education and Care (ECEC) providers for relationships between ECEC services and schools, transitions and shared knowledge of children.
- Establishment of a modern panel process where ECEC providers can pre-qualify for the provision of centre-based services on Directorate owned sites.
- Establishment of 16 communities of practice between ECEC services and schools.
- Establishment of the *Placement Pathway Group* in partnership with Community Services Directorate and ACT Health, to determine the best placement at an ECEC service for priority three-year-old children.
- Delivery of the Out of School Hours Care trial for preschoolers at four pilot sites in partnership with OSHC providers and schools.

Highlights from Foundation 4: Systems that Support Learning.

- Development and implementation of streamlined tools for the integrated school planning cycle.
- Establishment of revised performance indicators that reflect the centrality of equity, learning gain and student identification (belonging) with school as critical indicators of success.
- Two tranches of legislative reform to modernise the *Education Act 2014* occurred in 2019-2020.
- Major infrastructure and capital works projects to modernise facilities and better meet the learning needs of communities.
- Planning also commenced in 2020 for five school sites including modernisation upgrades for two, a site expansion and a design tender and a feasibility study for three new schools.

Background Information

- The *Future of Education Strategy* was launched in August 2018 and aims to ensure all children and young people have access to high quality, inclusive and equitable education.
- This strategy is underpinned by four foundations; students at the centre, empowered learning professionals, strong communities for learning, and systems supporting learning.
- The vision of the Future of Education is one of equity, based in a belief that all children regardless of their background deserve a great education and the life chances that flow from this.
- The first of the three phases of implementation of the Future of Education was conducted over the period 2018-2020. The second phase implementation plan is currently under

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development.

Case Studies

Placing students at the centre of their learning during COVID-19.

The flip to remote learning during Term 1, 2020 forced the rapid development of a range of innovative practices and support for our school communities. Students were provided with Chromebooks and internet access in order to ensure they could fully engage in remote-learning.

A Student Wellbeing Telehealth Support Service delivered by a team of psychologists and senior psychologists was stood up to provide ongoing wellbeing support to students via Google Meet video-calls or over the phone with appointments. This service offered students and their families psychological support for issues related to both wellbeing and learning.

The Home Learning: Resources for Students and Families online portal was developed to support parents and children while learning from home. This online learning resource library, suitable for students of all ages, provided access to a wide variety of engaging lessons, activities, podcasts, video links and was accessed by families locally, nationally and internationally. Our teachers were provided with upskilling in the G suite, Seesaw and other online platforms through timely, practical and accessible professional learning on the Capital Collective site.

Through these initiatives and others implemented at school level, the Directorate demonstrated a continued commitment to providing the best support possible to teachers, students and families during the remote-learning period. Teachers worked collaboratively to completely rethink the way they delivered learning and to ensure students continued to be placed at the centre of their learning.

Positive Behaviours for Learning at Wanniasa Hills Primary School

Students at Wanniasa Hills Primary School are embracing their Positive Behaviours for Learning (PBL) program, with great results being achieved across the school. PBL is an evidence-based, whole school program aimed to improve learning outcomes for all students. It provides a comprehensive, integrated whole-school approach to student wellbeing and behaviour. This approach involves the school community –staff, students and families–working together so students can make the most of their learning opportunities and respect the learning needs of others so that all can achieve their personal best.

The program establishes clear expectations for everyone of what is appropriate behaviour to be able to continue with the core business of schools: learning. Positive results from PBL are being seen in schools across the ACT –including at Wanniasa Hills.

“We’ve seen a really high level of engagement from the students since we introduced PBL at the start of 2018. The students understand the expectations of how they should behave in different learning spaces in the school, as well as how they engage with each other and teaching staff. We also really try to bring our PBL mascots into the school–

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Wanda and Wally, our kangaroos, turn up to school events and make classroom visits!” - Principal

There has been an enthusiastic uptake of the badge system in place at Wanniasa Hills Primary School, where students collect tokens that can be traded in for different coloured badges based on positive behaviour.

“PBL is transforming the culture of our school and we are pleased with the positive momentum we are gaining. I’ve heard similar success stories from other schools implementing this program, so it’s having a strong impact,” -Principal

Leveraging student agency and collaboration –Interdisciplinary Inquiry at Dickson College

Dickson College has been involved in the North Gungahlin Contemporary Literacies project since late 2016. The College is one of six schools working collaboratively with University researchers Kate Thompson (Griffith University), Peter Reiman (University of Sydney), and critical friend Peter Freebody (University of Sydney) to develop 21st century capabilities using contemporary pedagogies. The question driving the collaborative inquiry is: “How do we as schools build leadership and teacher capacity to measure, monitor and report student growth in the General Capabilities over time.”

The College has began exploring a method for implementing interdisciplinary learning into the curriculum. This style of learning ignites a shared passion in both students and staff and fosters a range of skills that students will need at college, university and in the workplace, and can be tailored to suit students with a wide range of abilities and learning needs. As part of this project a short term SLC position was established to explore the new Interdisciplinary Inquiry course as part of its curriculum delivery for students. In addition to this a teacher team of about a dozen teachers was assembled to look into interdisciplinary assessment and Project-Based Learning pedagogy. The interdisciplinary learning course, focuses on developing an understanding of the Four C’s (Communication, Creativity and Innovation, Critical Thinking and Collaboration) and is co-designed with students. Students select a project topic of their choice and complete an inquiry that has a purpose, product or outcome.

Over four units of work, they explore modes of inquiry, the creative process and innovation, the critical thinking process and the collaboration process. Assessment is co-designed with students to assist them to develop skills in evaluating and reflecting on their learning. Data collected to date has indicated increased levels of student engagement, understanding and acquisition of key skills, and the metacognition of the transferability of these skills into other areas of learning for individual students. Staff have benefitted from interdisciplinary collaboration and new teaching practice that are being scaled to support student success in other courses across the College.

ACT School Leaders Learning Together

School leaders from across ACT Public Schools took part in powerful professional learning on the value of collaboration for improved student learning. Dr Mary Jean Gallagher,

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former Assistant Deputy Minister and Chief Student Achievement Officer in Ontario, Canada, spoke about the ways in which schools can strive for excellence together, collaborating in their improvement efforts, thus supporting students to be personally successful, economically productive and actively engaged citizens.

“Effective schools are passionate and persistently curious about improving learning outcomes for students,” said Dr Gallagher.

She challenged school leaders to consider what could be different in their school communities to better support student wellness, equity and excellence and improve outcomes. Dr Gallagher shared the ways in which a change in leadership habits, mobilizing data for action and improved teaching practices had been significant in achieving measurable improvements to literacy levels and graduation rates in public schools across Ontario, Canada.

Dr Gallagher said that ACT public schools are well placed for educational reform as we have access to resources such as the Australian Curriculum, ACT Education Directorate Strategic Plan and Future of Education Strategy and the National Improvement Tool to support the process. To demonstrate the value of collaboration, staff from four schools selected for their measurable improvements in learning data; Charnwood-Dunlop Primary School, Turner School, Lyneham High School and Dickson College, presented workshops on the strategies that had been successful in their school communities.

By learning together, school leaders are united in the way forward to achieving excellence, equity and wellbeing in our schools and Dr Gallagher affirmed that we are on the right track to achieve success through our collective efforts.

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Portfolio/s: Education and Youth Affairs

COVID-19 Response and Recovery Timeline

Chronology:

- 24 March-9 April 2020: ACT Public Schools go pupil-free (supervision available for students who needed to attend)
- 8 April 2020: Announcement that schools would move to remote delivery of learning from the start of Term 2
- 28 April 2020: Term 2 began
- 18 May 2020: Preschool, kindergarten, year 1, 2 and 7 students returned to their usual school for on-campus learning
- 25 May 2020: Year 3, 4, and 10 students returned to their usual school for on-campus learning
- 2 June 2020: All remaining year groups in Year 5, 6, 8 and 9 returned to their usual schools for on-campus learning.

Key achievements of remote learning period

- The majority of students were supported to learn from home
- Nine dedicated Safe and Supervised Sites and all specialist school settings operated for around 4,000 registered students who were unable to learn from home.
- 2000 additional chromebooks provided to students in years 4-6 who needed them
- 450 families provided with internet to support learning from home
- Established the home learning resources for students and families website
- About 800 students registered for transport between safe and supervised sites and usual schools
- Established a telehealth service to support student wellbeing while learning from home.
- Over 5,000 individuals at professional learning on delivering teaching online.

Key Information

- ACT Public Schools are currently operating under COVID-normal arrangements with on-campus learning in place at all schools.
- Regular cleaning and disinfecting of commonly touched or frequently shared surfaces is occurring along with routine cleaning. Students and staff are encouraged to wash their hands throughout the day and hand sanitiser has been provided to all schools.
- The additional funding provided by Government in 2020-21 Budget will allow for an additional four hours of day cleaning per day per school, which is consistent with

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current recommendations made by the Chief Health Officer and was implemented from the commencement of Term 1 2021. Funding is available for 2020-21 only, and the requirement for the addition cleaning services will be re-assessed in Term 2 2021 based on recommendations from the Chief Health Officer, with any additional funding required to be sought through the 2021-22 Budget.

- Schools remain safe and their operations are guided by the latest advice from the ACT Chief Health Officer and the Australian Health Protection Principal Committee.
- Assemblies, excursions, incursions, music and sports are continuing this term and parents and carers are welcome to attend school grounds with their children or to volunteer, as long as gathering and density restrictions are met.
- On school sites, gathering and density restrictions do not apply to students and staff. They only apply to visitors to school sites, such as parents, carers and contractors.
- Visitor numbers must be in line with the current Public Health Directions (this must not exceed 500 people, not including students and staff).
- For all normal school activities, such as assemblies, the one person per two square metre rule applies for visitors both indoors and outdoors. For additional school activities, such as fetes and concerts, the one person per four square metre rule should be applied for visitors unless schools use the Check In CBR app which allows one person per two square metres.
- Staff and students should stay home if they are unwell and get tested.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Impact of COVID lockdown on student and staff wellbeing

Talking points:

- Throughout the COVID-19 pandemic and resultant lockdown, the Directorate's focus has been to ensure the continuity of education to children and young people in the ACT; support staff and student health, safety and wellbeing; and to minimise the impacts of the pandemic across student learning in the education and early childhood sectors.
- The School Satisfaction and Climate Survey in August 2020 provided an opportunity to assess the impact of the pandemic on student and staff wellbeing. Supplementary questions to assess anxiety due to COVID-19 and attitudes to remote learning were added.
- Survey results suggest that students are resilient and that they weathered COVID-19 and the remote learning period well and were pleased to get back to school. There was some negative impact on student wellbeing. Staff stress measured in August following the lockdown was lower than previous years.

Key Information

- Student's sense of belonging to their school increased markedly at all levels of schooling, but particularly in junior high school, where students' sense of belonging to their school increased by up to 10 percentage points between 2019 and 2020.
- Very marginal increases were observed in student levels of depression and anxiety, along with very marginal decreases in student positive affect. Student levels of resilience improved or remained stable in all academic years except for key transition years (year 7 and year 11).
- Student's least concern re the direct impact of COVID-19, at all ages, was for their own wellbeing. Their main concern, at all ages, was that people in Australia, in their school and amongst their friends would get seriously sick, in that order. Younger children (years 4-6) were the most concerned, with high school students (years 7-10) the least concerned and with concerns rising slightly again for college aged students (years 11 & 12).
- The proportion of staff reporting high levels of stress decreased between the 2019 and 2020 surveys. Measures of staff self-esteem remained stable.

Background Information

- The School Satisfaction and Climate Survey is conducted in week 4 of Term 3 each year. Response rates for the survey are generally high for students and staff (72% and 74% respectively in 2019), but lower for parents and carers (31% in 2019).

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Portfolio/s: Education and Youth Affairs

Impact of COVID lockdown – attitudes to remote learning

Talking points:

- Remote learning was a strategy used by the Directorate to minimise the impacts of the pandemic on student learning during the COVID-19 pandemic and resultant lockdown.
- The School Satisfaction and Climate Survey 2020 conducted in August 2020 provided an opportunity to assess students, staff, parent and carer experiences of and attitudes to remote learning.
- In general students showed a positive attitude to remote learning but by the end of the remote learning period, had increased appreciation for face-to-face learning. Staff attitudes were not as positive, particularly for teachers of younger age groups. Most parents views on remote learning for their children were either positive or at least had no negative impact on learning, but parents were very conscious of the impact on their own time.

Key Information

Student attitudes to remote learning

- Students strongly appreciated the ability to set their own pace, with 80% of primary, 74% of high school and 67% of college students agreeing with the statement " When it comes to learning and studying online, I can set my own pace."
- Similarly, 65% of primary, 60% of high school and 50% of college students were strongly positive about the ability to manage their own time and to set goals, with some 5% fewer at all levels strongly positive about their own discipline.
- Approximately 50% of primary and high school students believed a complete course can be delivered online, however, only 39% of college-aged respondents had the same positive view.
- Few ACT students believed learning is the same at school as at home, with only 35%, 32% and 26% respectively for each stage of schooling strongly agreeing or agreeing with this statement.
- There was very little difference between remote learning perceptions of boys and girls, or between students from non-English speaking backgrounds, with boys and students from non-English speaking backgrounds, very slightly more positive.

ACT teacher and parent attitudes to remote learning

- Overall, the survey showed staff had a much more negative perception of the remote learning experience than their students did, with very few believing that remote and class learning were the same, or that remote learning was more motivating.

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- Staff perceptions were very similar across all levels of staff experience, however, those staff with greater than 20 years' experience were generally a little less positive than their less experienced peers. Staff responsible for older students were generally a little more positive.
- Parents, while generally positive regarding their children's learning (66% considering remote learning was either positive or had no negative impact on learning). Parents did note the significant impact on their time of supporting remote learning students.

Background Information

- The School Satisfaction and Climate Survey is conducted in week 4 of Term 3 each year. Response rates for the survey are generally high for students and staff (72% and 74% respectively in 2019), but lower for parents and carers (31% in 2019).

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Early Childhood Development

2019-20 Annual Report – Scrutiny Section - Inquiries

Talking points:

- Auditor-General report recommendations are monitored as part of the internal Audit Committee process on a quarterly basis.
- Of the Legislative Assembly reports that have recommendations which are still in progress, these are being managed within the Directorate's day to day processes.
- Of those related to NAPLAN, it should be noted that NAPLAN was suspended in 2020 during COVID, so will commence again in 2021.

Key Information

Auditor-General Reports

- 14 recommendations were still in progress as at 30 June 2020, and monitored on a quarterly basis by the internal Audit Committee.

Legislative Assembly Reports

- 13 recommendations were still in progress as at 30 June 2020.
- Of the 13 recommendations, 12 are being addressed through business as usual activities.
- One recommendation has been completed since the 30 June 2020 reporting period.
 - *Government Response to the Report of the Select Committee on Estimates 2017-18 on the Inquiry into Appropriate Bill 2017-18 and the appropriation (Office of the Legislative Assembly) Bill 2017-18 including the Government Response to the Pegasus Economic Report review of the ACT Budget 2017-19 – Recommendation 117.*
 - Since the 30 June 2020 report, the Learning Support Assistant (LSAs) Scholarship Program commenced in Term 3 2020 with 33 LSAs enrolled.
 - This recommendation is now completed.

Background Information

- The Annual Report Direction require Directorates to report on the status of Recommendations either "agreed" or "agreed in principle" by the Government for both Auditor-General reports and Legislative Assembly Committee reports.
- Once a recommendation has been completed no further reporting is required.

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Portfolio/s: Education and Youth Affairs

ACT Non-government Schools

Talking points:

- As the Minister for all school education in the ACT, I am responsible for ensuring that both public and non-government schools provide a high-quality education that prepares children to contribute to our democracy and is consistent with the principles of the *Education Act*.
- Our non-government schools are responsible for educating approximately 40% of all students attending an ACT school. They must be registered and must meet the conditions of registration outlined in the *Education Act 2004*, as well as Commonwealth requirements pertaining to funding and governance of the school, and other Territory and Commonwealth legislative and regulatory requirements.
- The Education Directorate is responsible for managing the processes by which I am assured of a non-government school's compliance with the requirements of the *ACT Education Act 2004*.
- On 1 January 2021 the *Education Amendment Act 2020*, passed by the Legislative Assembly in August last year came into effect.
- Two amendments apply to non-government schools:
 - An amendment to ensure boarding schools comply with the relevant Australian Standard for boarding schools as part of registration and re-registration; and
 - An amendment that ensures the obligation for attending school applies equally to NSW residents who are enrolled in any school in the ACT.

Key Information

- During 2020 there were **48 registered NGS** comprising **19 independent** schools and **29 Catholic** systemic schools.
- In February 2021 Canberra Jewish School advised the Education Directorate that it will not continue operations in 2021. This means there will be 47 registered NGS in 2021.
- During the reporting period:
 - the registration of **five independent** schools and **four Catholic** systemic schools was **renewed**;
 - **two** of these schools **expanded** their registrations to include **additional year levels**; and
 - the registration of **two independent** schools was **renewed in 2021 for one year** following an independent financial viability assessment.

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- The 2020 registration processes were conducted in a ‘COVID safe manner’ that did not compromise the quality of the deliberations of the panels appointed to report to the Minister on the schools’ compliance with the conditions of registration.

Background Information

- The ACT’s newest independent and first Jewish school, Canberra Jewish School, was provisionally registered for 2020 and 2021; in 2021 the proprietor of the school (Chabad ACT Ltd) advised the Registrar of non-government schools that the school would not open in 2021 as it had not been able to increase its enrolments or undertake its planned building works due to the health emergency. Chabad anticipates applying to re-open once building works are completed.
- All children enrolled at Canberra Jewish School as at the end of 2020 are now enrolled in a Melbourne Jewish school.
- The *Education Act 2004* and *Education Regulations 2005* require the proprietor of a NGS to be a corporation and have a complaints policy; and require NGS to:
 - have policies, facilities and equipment for curriculum and safety and welfare of students
 - provide a curriculum equivalent to that in public schools
 - provide an education appropriate for age levels of students
 - monitor educational outcomes
 - be financially viable
 - respond to recommendations of Royal Commission (Sexual Abuse)
 - meet the Australian standards for boarding schools (from January 2021) if the school offers boarding
 - comply with the Act’s requirements including those relating to student reporting, approval of courses elsewhere than a school, enrolment and attendance, suspension, and exclusion.
- The Commonwealth *Education Act and Regulations* requires the non-government school body approved to receive funding for students enrolled at the school (the Approved Authority) to be (amongst other things) not-for-profit, and fit and proper. The Commonwealth law also requires Approved Authorities (amongst other things) to implement the Australian Curriculum, participate in the national assessment program, comply with disability discrimination laws of the Commonwealth or the Territory, and provide stipulated information. These Commonwealth requirements are not replicated in the *ACT Education Act*.
- Under the terms of former Memoranda of Understanding, Catholic Education Canberra and Goulburn and the ACT Association of Independent Schools agreed to provide to the Minister annual assurances of legislative compliance by their relevant schools and bi-annual reports of critical incidents. Planned changes to the *Education Act 2004* relating to NGS will mean that such memoranda are no longer necessary.

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- The Future of Education Strategy one of the first actions under the foundation of ‘systems supporting learning’ is to review and amend the *Education Act 2004* (the Act), to strengthen equity, student agency, access and inclusion.
- A phased approach is being applied to the process of revising the Act. The first tranche of amendments was passed by the Legislative Assembly in February 2019, through the *Child Safety in Schools Amendment Bill 2018*. The second tranche of amendments was passed in August 2020 as the Education Amendment Act2020.

Education Amendment Act 2020

- The *Education Amendment Act 2020* formed the second phase of amendments to the *Education Act 2004*. The Amending Act came into effect from 1 January 2021.
- The amendments implement Recommendation 13.3 from the *Royal Commission into Institutional Responses to Child Sexual Abuse* by strengthening the regulation of schools that provide boarding facilities in the ACT.
- Any school with boarding facilities must demonstrate compliance with the *Australian Standard: Boarding Standard for Australian schools and residences (AS 5725:2015)* as part of the registration and re-registration process.
- The amendments also:
 - addressed an anomaly relating to parent and citizen representation on school boards;
 - ensured attendance of non-ACT residents enrolled in ACT schools; and
 - enabled fee waivers for temporary visa holders under certain humanitarian and financial hardship grounds.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Early Childhood Development

Education and Youth Affairs

Brindabella Christian College – Schools and Early Childhood services

Talking points:

Early Childhood Education and Care: Compliance

- On 14 May 2019, Children’s Education and Care Assurance (CECA) received a direct complaint regarding the conduct of educators at Brindabella Christian College Early Learning Centre.
 - a) The matter was investigated and the evidence showed that: the service failed to follow sleep and rest periods for children; interactions and discipline of children were not appropriate; and working directly with children records were inaccurate.
 - b) As a result of the investigation, a compliance notice was issued to Brindabella Christian College. The notice required evidence of the engagement of new staff, adherence to policies and procedures and staff training in development of relationships with children, positive interactions and the dignity and rights of the child.
 - c) CECA has engaged with the Board of Brindabella Christian College to ensure that the provider can demonstrate their understanding of their obligations under the *Education and Care Services National Law*.
 - d) On 18 January 2021, CECA determined that it was not satisfied that Brindabella Christian College had demonstrated their understanding of their obligations under the *Education and Care Services National Law*. CECA placed a condition upon BCC’s provider approval that BCC must appoint a person with management and control who has the requisite knowledge, understanding and capability.
 - e) On 1 February 2021 BCC lodged an internal review of the decision to condition the provider approval.

Community complaints about governance and enrolment exclusion (K-12 school)

- During the reporting period there was significant community and media interest in the operations and governance of Brindabella Christian College. The issues were considered by the Education Directorate as well as the Commonwealth Education Department and the ACT Human Rights Commission.
 - a) Matters relating to the exclusion of two students from the school have been raised with the ACT Human Rights Commission who is pursuing this matter with the school.
 - b) Matters relevant to the school’s obligations under the ACT *Education Act 2004* were raised with the school and the school addressed these matters. These matters largely related to recording and reporting issues and data.

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- c) The matters raised by the community relating to the governance of the school will contribute to the current review of registration conditions and processes for Non-government Schools (NGS).
- In January 2021, I wrote to the Commonwealth Minister for Education and Youth given that the Commonwealth Department of Education, Skills and Employment (DESE) is the primary funder of non-government schools.
 - I asked the Commonwealth Minister to ensure that DESE continues to exercise its oversight of the school's compliance with governance and management obligations under the *Australian Education Act 2013*.

ACT Human Rights Commission

- The ACT Human Rights Commission has made five recommendations relating to its review of Brindabella Christian Education Limited's service.
- The Commission recommended that the Education Directorate develop comprehensive registration standards for non-government schools
- The Commission also recommended the Directorate review its oversight mechanisms of non-government schools to enable the investigation of non-compliance with registration standards.
- The Education Directorate is preparing a response to the Commission's recommendations for my consideration.

Key Information

- On 17 May 2019, CECA commenced an investigation in relating to a direct complaint dealing with inappropriate discipline, inappropriate interactions with children, failing to follow policies and procedures and the accuracy of prescribed records. Following the investigation, a show cause notice was issued to the provider setting out the allegations and the evidence informing the allegations.
- The Chair of BCC's school board, replied to the show cause notice on behalf of the provider. The responses demonstrated a lack of understanding of what conduct is acceptable under the National Quality Framework (NQF), in particular by advocating that a range of conduct set out in the evidence was acceptable.
- On 20 September 2019, CECA made a decision based on evidence obtained through the investigation to issue the provider with a Compliance Notice. The decision included a requirement that persons with management and control undertake training in appropriate interactions with children. Following this training each person with management and control was required to undergo assessment or reassessment for fitness and propriety to be involved in an education and care service.
- During October and December 2019, CECA engaged with Brindabella Christian College to affirm compliance with the Compliance Notice. In December an invitation to attend an assessment for fitness and propriety was sent to the provider with a date of 17 January 2020. On request of the provider's lawyer, and due to the impact of the summer bushfires and the onset of the COVID-19 pandemic, this assessment was delayed.

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- On 1 September 2020, when CECA recommenced normal regulatory practices, an invitation to reconvene the assessment for fitness and propriety was sent to the provider for week commencing 28 September 2020. The provider indicated that they did not wish to undertake a test to assess their fitness and propriety.
- Between October and December 2020, CECA engaged with Brindabella Christian College's lawyer to provide an opportunity for BCC to demonstrate by other means that the subject of the fitness and propriety assessment could satisfy CECA that they held the necessary knowledge, understanding and capability to operate a service.
- No alternative means of assessment was proposed and consequently CECA determined that fitness and propriety could not be demonstrated.
- On 18 January 2021 the Authority decided to impose a condition upon BCC's Provider Approval. The condition requires BCC to appoint a person with management and control, with the requisite knowledge, understanding and capability.
- On 1 February 2021, BCC has lodged an internal review of this decision. The internal review is currently under consideration.

Background Information

Education and Care Services National Law

- Under section 21 of the *Education and Care Services National Law*, (National Law) CECA is empowered to assess, or reassess, at any time whether a person with management and control is a fit and proper person to be involved in the provision of an early childhood education and care service.
- In response to the lessons learnt from the widespread Family Day Care fraud in 2016 and 2017, most jurisdictions have implemented standard testing and interviewing to establish fitness and propriety when deciding to grant a provider approval. The testing is not onerous but does require those participating to educate themselves about the fundamentals of the NQF and legal obligations of providers and services.
- As a matter of equity and convenience for all, the test and interview is also offered to those subject to reassessment. There is also a legacy issue in relation to fitness and propriety, as when the National Law came into effect in the ACT existing providers and services were deemed to be providers and services under the National Law without having to meet the thresholds of provider or service approval.
- There is no power under the National law to compel participation in the assessment. Participants are able to re-sit assessment should they not pass. Should a person be found unfit, CECA has a range of options to exercise.

Education Act 2004

- The *Education Act 2004* address the exclusion of students from non-government schools as a consequence of a student's behaviour. The Act does not address the exclusion of the student on other grounds pertaining to the school's contractual arrangements with the enrolling parent.

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- Currently, the *Education Act 2004* has no requirement of the proprietors of ACT non-government schools to be fit and proper.
- The *Education Act 2004* does not set out minimum standards for the governance or operations of ACT non-government schools.

Australian Education Act 2013 and Australian Education Regulations 2013

- The Commonwealth *Education Act and Regulations* requires the non-government school body approved to receive funding for students enrolled at the school (the Approved Authority) to be (amongst other things) not-for-profit, and fit and proper. The Commonwealth law also requires Approved Authorities (amongst other things) to implement the Australian Curriculum, participate in the national assessment program, comply with disability discrimination laws of the Commonwealth or the Territory, and provide stipulated information. These Commonwealth requirements are not replicated in the *ACT Education Act 2004*.

Portfolio/s: Education and Youth Affairs

Home Education

Talking points:

- In the ACT parents and carers have the right to choose an educational setting for their children. Under the *Education Act 2004* ACT parents are able to enrol their children in a school, register them for home education, or both.
- The ACT Government acknowledges the critical importance of ensuring all children and young people receive a high-quality education in an environment that is safe and suitable for learning.
- In December 2019, the Legislative Assembly passed important changes to the *Education Act 2004* that delivered from June 2020 a simplified registration pathway for parents choosing to educate their children at home and clarified the expectations and requirements of home education registration. The changes also supported the ACT Government's commitment to ensure every child and young person has access to a high-quality education.
- During the past three years we have seen significant growth in the number of children registered for home education in the ACT:
 - 2019 February census — 305 children and young people were registered
 - 2020 February census — 322 children and young people were registered
 - 2021 February census — 396 children and young people were registered.
- Whilst the census data clearly demonstrates that home education has grown in the ACT, census data does not fully represent the number of students who are home educated at some point in the year. For example:
 - 503 different students were registered for home education at some point during the 2020 calendar year; and
 - 133 children and young people left home education during the same period for a range of reasons – but mostly to return to school, move interstate, or because they had turned 17 and were no longer required to participate in compulsory education.

Key Information

Table 1- Number of ACT registered home educated students as at February census

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Number of registered students	115	119	122	166	177	192	252	271	303	305	322	396

Table 2 – ACT Home education annual growth since 2010 – as a February census.

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Annual growth	-	3%	3%	36%	6%	9%	31%	8%	11%	.66%	5.5%	23%

Table 3 – ACT Home education cumulative growth since 2010 – as a February census.

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Growth since 2010	-	3%	6%	44%	54%	70%	119%	135%	163%	165%	180%	244%

Table 4 – ACT Home education data 1 January 2020 – 22 February 2021

	2020	To date 2021
Number of <u>cancelled</u> home education registrations	0	0
Number of <u>refused</u> home education applications	0	0

Portfolio/s: Education and Youth Affairs

Early Childhood Development

Voluntary Contribution

Talking points:

- ACT Public schools receive voluntary and subject contributions from parents every year. While these contributions are appreciated by schools, they are a very small proportion of the amount invested by the ACT Government in public education.
- These contributions are used to help schools improve education experiences. Financial and non-financial contributions to ACT Public Schools by parents and the wider community strengthen the outcomes for our students.
- The school in conjunction with the school board can determine how these contributions will be best utilised.
- The timing of voluntary contributions sought varies from school to school. Some schools may request once at the start of the year or twice, once each semester. The timing is determined by school boards.
- The Directorate is consistently communicating the process of collection for financial contributions such as voluntary and subject contributions through school financial management training, emails, and Schools Bulletins.

Key Information

- On average, based on 2019 data, the voluntary contributions requested across the system may range between \$90-\$200 per family per year. The voluntary contributions requested from families generally do not vary significantly from year to year.
- A summary of voluntary and subject contributions received by schools from families from 2016-2020 is provided in the table below.

Financial Contributions	2016 (\$'m)	2017 (\$'m)	2018 (\$'m)	2019 (\$'m)	2020 (\$'m)
Voluntary Contributions	1.7	1.7	1.7	1.7	1.6
Subject Contributions	1.4	1.4	1.6	1.8	1.6
Total	3.1	3.1	3.3	3.5	3.2

- The trend in financial contributions received for the 2016 and 2017 calendar years is generally consistent while it marginally increased in 2018 and 2019. There has been a marginal decrease in 2020 due to COVID-19.

Background Information

- Section 27 of the *Education Act 2004* provides for the school board of a government school to request the parents of a child enrolled at the school, or anyone else, to make a voluntary financial contribution to the school.
- The following principles apply in relation to financial contributions:
 - (a) each contribution is to be voluntary;
 - (b) a student at the school is not to be refused benefits or services because the student's parents do not make a contribution;
 - (c) a student is not to be approached or harassed for contributions; and
 - (d) any record of contributions is confidential.
- The individual School Board will determine the level of voluntary contribution request.

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Portfolio/s: Early Childhood Development

ACT Government Support for Early Childhood Education and Care through Covid-19

Talking points:

- The spread of COVID 19 and the necessary response have substantially impacted the early childhood education and care (ECEC) sector.
- The ACT's Regulatory Authority, Children's Education and Care Assurance (CECA) has provided regular and timely advice and support to the ECEC sector in response to COVID-19 since 30 January 2020.
- As the ACT moves into a Recovery Phase, CECA has returned to usual regulatory functions with a strong focus on support.
- The ACT Government is engaging with the ECEC sector to ensure that if further outbreaks of COVID-19 occur, all parties are ready to respond and to protect the health and safety of children, families and staff.
- CECA provides the ECEC sector with up to date information on travel restrictions, which may impact on children and educators attendance due to self isolation requirements.

Key Information

- In response to the COVID 19 pandemic, CECA is responsible for monitoring and supporting Education and Care services approved under the *Education and Care Services National Law 2010* (National Law), as well as services licensed under the *Children and Young People Act 2008* (CYP Act).
- Four streams of work were established to monitor education and care services, provide support and focus on the safety of children. The four streams were;
 - Capacity;
 - Support;
 - Child Safety; and
 - Communications.
- CECA's investigation and risk audit functions continued throughout this period.
- On 29 June 2020, CECA commenced a Recovery Phase focussed on support for the sector. This has facilitated a graduated return to all CECA's usual regulatory functions.

Communication with the sector

- Throughout the COVID 19 period, the Education Directorate has maintained a high level of engagement with ECEC services and providers to provide support and advice.

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- CECA's communications have included good news stories from the ECEC sector to highlight best practice and strategies being adopted in response to COVID-19.
- CECA will continue to provide updates on changes to travel restrictions which may require children and educators to self isolate on returning to the ACT.

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Portfolio/s: Early Childhood Development

Children's Education and Care Assurance (CECA) Investigations

Talking points:

- During the COVID-19 pandemic the safety and wellbeing of children has remained a priority and CECA have continued to assess incidents or complaints.
- CECA has a dedicated investigation team, and a team of experienced officers who assess any incidents or complaints.
- CECA has a range of compliance tools available, including administrative letters, compliance notices, compliance directions, suspension powers, enforceable undertakings, conditions upon approvals and, where people pose a risk of harm to children, prohibition from participating in the sector.
- CECA is part of the professional community of practice around reportable conduct and works with ACT Policing, Child and Youth Protection Service, the Working With Vulnerable People Team, and the Senior Practitioner in relation to restrictive practices.
- The ACT has comparatively high rates of notification. This is due to CECA's high level of engagement with the Sector, and providers reporting all legally notifiable matters, including those involving no risk to children.

Key Information

- ACT Education and Care Services notified **637 serious incidents** in 2019-20. This represents **227** notifications per 100 services **compared to a national average of 138** per 100 servicesⁱ.
- In 2019-20 CECA **assessed 1,318 notifications** of incidents or complaints at servicesⁱⁱ. Of those notifications **51 matters were investigated** and **8 matters were subject to both investigation and risk audit**. Other matters were managed appropriately by the providers who were not relevant to the National Law.
- Major areas of investigation are allegations of harm to children, non compliance staffing arrangements, inadequate supervision and missing or unaccounted for children.

ⁱ Refer to Report on Government Services Annual Report Hearing Brief for details of serious incidents in 2019-20.

ⁱⁱ Refer to Page 46 of the 2019-20 Annual Report for details on CECA notifications.

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Portfolio/s: Early Childhood Development

EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY

Talking points:

- The ACT Government is addressing equity and access to quality early childhood education through *Set up for Success: An Early Childhood Strategy for the ACT*.
- Under this strategy the ACT Government is committed to providing universal access to free, quality early childhood education for 15 hours per week, 48 weeks per year for all three year-olds.
- Every three year old will have access to one day a week of free early childhood education by the end of the current term of government.
- Currently it is delivering the first phase of universal access for priority three year-olds – those experiencing vulnerabilities and disadvantage – with **500 places in participating education and care services on offer in 2021**.
- There are also up to **100 places available in Koori Preschool** for Aboriginal and Torres Strait Islander three year-olds to enhance cultural safety.
- This flagship initiative will improve access to quality early learning and care and reduce costs, starting with the families most in need.
- The *2020 Report on Government Services* shows centre based care and family day care services in the ACT continue to be the most expensive in Australia.

Key Information

- In the ACT, four-year-old children have access to a free public preschool service, for at least 15 hours per week.
- The usual business model used by centre based care services is to offset the high cost of caring for infants and toddlers with lower cost for four-year-olds. ECEC services require a higher ratio of educators for children under four-years-old.
- Since 2001, the **number of centre-based places** across the ACT has **more than doubled**. Centre based services include long day care, school age care, Government and independent preschools.
- The current **361 services operating** includes centre based services as well as family day care. In January 2012 there were approximately 280 services in the ACT. Now there are 361, an **increase of 81 services** over eight years.
- In 2019, **18,514 children** from birth to 5 years-old were accessing an approved centre based service compared to 13,045 children birth-5 years olds in 2012.
- Report on Government Services data shows that between **2013 and 2016** the workforce who have primary contact with children grew by almost a 1000 staff, which is approximately a **30% increase**.

ANNUAL REPORT HEARING BRIEF

- As at 17 April 2020, there are approximately
 - **13,300 long day care places** available for children preschool age and under in centre-based education and care services.
 - **3,600 places** across **76 government preschools**.
 - **1,500 places** for preschool aged children in **non-Government preschools**.
 - **10,000 places** in outside school hours care.
- *Set Up For Success: An Early Childhood Strategy for the ACT* was launched on 31 August 2020.

Background Information

- The ACT has one of the highest uptakes of early childhood education and care services in the country.
- In 2020, **58%** of one year olds, **71%** of two year olds and **78%** of three year-olds **attended centre based services**.
- In February 2016, the then ACT Minister for Education (Minister Rattenbury) commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.
- The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This **oversupply** of places may be as much as **20%**, although the impact is not being evenly experienced across providers in the ACT.
- Early childhood education and care services are part of a market based system. The cost of services is driven by factors such as:
 - the ACT's high employment rates and per capita incomes;
 - Relatively high property costs;
 - the relatively small cohort of available early childhood workers;
 - uneven interaction between Government and non-Government early childhood services; and
 - our small geographical footprint with higher price tolerances across the whole of the ACT.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Early Childhood Development

SET UP FOR SUCCESS: AN EARLY CHILDHOOD STRATEGY FOR THE ACT

Talking points:

- The ACT Government launched *Set up for Success: An Early Childhood Strategy for the ACT* in August 2020 and it outlines the plan for early childhood education and care in the ACT for the next decade.
- *Set up for Success* is based on overwhelming international and national evidence on the importance of quality early childhood education for all children.
- *Set up for Success* will help more ACT children and young people achieve educational success, resulting in long-term benefits for the community.
- This starts with the ACT Government's **2019 investment of \$2.2 million** towards equitable access to early childhood education.
- The ACT Government is committed to providing one free day per week of quality early childhood education and care for all 3 year-olds in the ACT by the end of this term of government.
- The ACT Government is also committed to investing in local educators to build capability and further professionalise the early childhood workforce, including through training and scholarships.
- The ACT Government is continuing its investment towards equitable access to quality early childhood education by delivering key initiatives in 2021.

Key Information

3 year-old initiative

- The ACT Government has committed to providing one free day per week of quality early childhood education and care (ECEC) for all 3 year-olds in the ACT by the end of this term of government (EC LAB 023).
- **From 2020**, the ACT Government is providing up to **500 places of free**, quality ECEC to priority 3 year-old children – those experiencing vulnerabilities or disadvantage – in selected education and care services.
- **Up to 100 places** are available for 3 year-old Aboriginal and Torres Strait Islander children in **Koori Preschool** to enhance cultural safety.
- Children are primarily identified through the Community Services Directorate programs, as well as other directorates and community services.
- Places for priority children are offered through 12 providers representing 44 ECEC services as of 3 February 2021.
- As at 3 February 2021, 152 priority three year-old children have been referred and **84 have commenced** in a participating ECEC service. Of those 84, 55 transitioned to preschool in 2021 (52 at Government and 3 at non-Government preschools).

Cleared as complete and accurate:	19/02/2021	
Cleared for public release by:	Director-General	Ext: 59158
Contact Officer name:	Nicole Moore	Ext: 54999
Lead Directorate:	Education	
TRIM Ref:	FILE2021/565	

ANNUAL REPORT HEARING BRIEF

- The initiative was impacted by COVID-19 pandemic, with children’s placements paused during the lockdown in March and April 2020 and recommenced in May 2020 and are continuing.

Building workforce capability

- Children from the 3 year-old initiative were supported to transition into preschool through a Transition and Continuity Framework and Statement provided to ECEC services. The aim was to support educators to share children and families’ stories and other key information, facilitating positive transitions.
- Educators were also supported with training on effective transitions delivered by early childhood expert Catharine Hydon, with 137 principals, directors and educators from ECEC services and ACT public schools invited to attend.
- Under Set up for Success, the ACT Government is providing training for ECEC services to support children affected by trauma. Australian Childhood Foundation has been engaged to deliver online training modules that ECEC services can access at their own pace. The first ECEC services to access the training are those delivering places for the 3 year-old initiative.

Professionalisation of the workforce

- The ACT Government supports and advocates for increased professionalisation of the ECEC workforce.
- Since the National Quality Framework was introduced in 2012, the ACT Government has supported the growth of qualified ECEC staff with an Early Childhood Certificate Three scholarship program and an Early Childhood Degree scholarship program.
- The ACT Government has committed to providing further scholarships and a professional development fund for the sector (EC LAB 023a).

Background Information

- *Set up for Success* has four foundations:
 - increasing access, equity and affordability
 - enhancing the workforce and their qualifications
 - seamless transitions to school
 - maximising the benefits to children.
- These align with the foundations and principles of the ACT Government’s *Future of Education Strategy*.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Early Childhood Development

Report on Government Services: Early Childhood

Talking points:

Good news for the ACT in ROGS

- In 2020, the ACT had the highest percentage nationally of children aged 0 to 5 years attending an early childhood service.
- **56.6 percent** of ACT children attended a service in 2020 **compared with the national average of 44 percent**.
- In 2020, **96.4 percent** of ACT children in the Year Before Full-time Schooling cohort were enrolled in a preschool program, including **100 percent** of identified Aboriginal and Torres Strait Islander children.
- In 2020, the proportion of ACT early childhood and care services **exceeding** the National Quality Standard (**47.2 percent**) was higher than the national result of 29.3 percent and an **increase of 1 percent** from the 2019 ACT result (46%).
- In 2020, **74.8 percent** of early childhood and care services in the ACT achieved a rating of **meeting or exceeding** the National Quality Standard.

Notifications of serious incidentsⁱ

- ACT Education and Care Services notified **637 serious incidents** in 2019-20. This represents **227** notifications per 100 services **compared to a national average of 138** per 100 services.
- The high number of notifications of serious incidents reflects the high level of engagement and adherence to reporting requirements by the ACT Education and Care Sector and this is reflected in the previous year's reporting.
- Although notifications are high, relatively few incidents are as a result of breaches of the Education and Care Services National Law.
- This is demonstrated by the below average number of confirmed breaches of the Education and Care Services National Law and Regulations at **96.7** per 100 services **compared to a national average of 156.1** per 100 services.

Workforce qualifications

- Based on a 2016 Commonwealth workforce census, the ACT had one of the lowest proportions of qualified Early Childhood Education and Care (ECEC) workers.
- The ROGS workforce figures do not include ACT public preschool teachers who account for 18 percent of the workforce. Over 90 percent of preschool teachers have relevant tertiary qualifications.
- Since the National Quality Framework was introduced in **2012** the ACT Government has supported the growth of qualified staff for the ECEC sector. Approximately **5,175**

ANNUAL REPORT HEARING BRIEF

ACT Government-funded, nationally-recognised qualifications have been completed by staff in the early childhood education and care sector.

- In addition, since **2014** the Government's early childhood degree program has funded approximately **61** candidates.
- Between **2019 and 2020**, **16** applicants have been supported to undertake an Early Childhood Teaching qualification as part of the Early Childhood Degree Scholarship. **A further eight scholarships** will be awarded in early 2021.
- The next workforce census is due this year.

Cost of early childhood service

- The *2020 Report on Government Services* shows centre based care and family day care services in the ACT were the most expensive in Australia.
- In the ACT, costs are impacted by high property prices and staffing expenses which are comparable with other jurisdictions' metropolitan areas but not their averages.
- In addition, in the ACT, four-year-old children have access to a free public preschool service, for at least 15 hours per week, leading to a lower number of four year-olds in the ACT non-Government ECEC sector. This, combined with one of the highest rates of infants in centre based care, increases the cost of services in the ACT.
- ECEC services require a lower ratio of educators for four-year-old children at 1 to 11 than for babies and toddlers at 1 to 4 and 1 to 5. As a result, ACT services, with a higher proportion of infants (babies and toddlers) are higher cost.

Set up for Success shows the way forward for the ACT

- In September 2020 the ACT Government launched *Set up for Success: An Early Childhood Strategy for the ACT* which outlines the plan for early childhood education in the ACT for the next decade.
- Through *Set up for Success*, the ACT Government is addressing equity and access to quality early childhood education and has committed to providing universal access to free, quality early childhood education for 15 hours per week, 48 weeks per year for all three year-olds by the end of this term of government.
- Currently, the ACT Government is delivering the first phase of universal access for priority three year-olds – those experiencing vulnerabilities and disadvantage – with 500 places in participating ECEC services.
- This initiative provides cost-relief and access for the families most in need.

Background Information

- In February 2016, the then ACT Minister for Education (Minister Rattenbury) commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.
- The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This oversupply of places may be as much as

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Cleared for public release by:	Director-General	Ext: 59158
Contact Officer name:	Sean Moysey	Ext: 72143
Lead Directorate:	Education	
TRIM Ref:	FILE2021/565	

ANNUAL REPORT HEARING BRIEF

20%, although the impact is not being evenly experienced across providers in the ACT.

- Early childhood education and care services are part of a market based system. The cost of services is driven by factors such as:
 - the ACT's high employment rates and per capita incomes;
 - Relatively high property costs;
 - the relatively small cohort of available early childhood workers;
 - uneven interaction between Government and non-Government early childhood services; and
 - our small geographical footprint with higher price tolerances across the whole of the ACT.
- The fourth Early Childhood Education and Care National Workforce Census is being held in 2021 for:
 - all child care providers approved under Family Assistance Law, and
 - dedicated preschools in all states and territories.
- This information will be used to provide a national overview of the early childhood education and care workforce. This will inform policy, like the new National Children's Education and Care Workforce Strategy, so that providers can continue to provide quality care while supporting parents to participate in the workforce.
- In 2019, the ACT Government's Skilled Capital and User Choice programs provided subsidies for training early childhood education and care workers. The **Skilled Capital program** committed **\$5,960 each for 270 new students** to complete the Certificate III in ECEC and **\$8,130 each for 210 new students** to complete the Diploma of ECEC. Likewise, the **User Choice program** committed **\$5,960 each for 222** new Certificate III in ECEC trainees and **\$11,360 each for 194** new Diploma of ECEC trainees.

ⁱ Refer to Childrens Education and Care Assurance (CECA) Investigations Annual Report Hearing Brief for details on all notifications in 2019-20.

Committee Member Biography:**Mr Michael Pettersson MLA – Labor Member for Yerabi****Committee Chair**

LA Assistant Speaker

Elected to the ACT Legislative Assembly in 2016

Previous - National Union Students Welfare Officer and advocate for construction workers

Focus – continued investment in public services, protection of local jobs and sustainable city growth

Mr Johnathan Davis MLA – Greens Member for Brindabella

ACT Greens spokesperson for Education, Health, Drug Harm Minimisation, Business & the Night-time Economy, LGBTIQ+ Affairs, Sport & Recreation, Tourism & Events and Young People
Committed to progressive social reform, economic justice that tackles wealth and income inequality and strong environmental action to fight the climate crisis.

Excerpt from Inaugural Speech

I'm someone who grew up in public housing and struggled with my education in my primary years. I was one of those kids we often talk about in education policy who 'fell through the cracks'.

In 2006, politics took an interest in me. I was a student at the former Kambah High when the then Stanhope Labor majority government proposed the closure of 39 ACT public schools, including Kambah High. From that position it became almost impossible for me to ever see the Labor Party as a party motivated by the same values as me. I couldn't fathom how a political party that my parents voted for, a party I was raised to believe was the champion of the working class and of public institutions could make such a bad decision that so disproportionately affected people who needed their support.

You may ask yourself why would a 15-year-old care so deeply that his school stay open? Surely most 15-year olds can't wait to get out of school? For me, my school community was the first place I ever felt truly safe, truly seen, and truly supported and celebrated for my full humanity. The idea that that could be taken away from me was deeply personal. Throughout the course of the school closures campaign, I learnt of all the ways such a terrible policy impacted so many young people and their families. This experience brought to life for me the feminist saying, "The personal is political". To this day it has inspired me to be this Assembly's strongest and most passionate advocate for an accessible, equitable and secular public education system. I will be a voice for every public-school student, every public-school educator and every parent who makes the choice to send their child to a great ACT Public School. My vision is for a public-school system that is the envy of the world and the choice of every Canberra family.

I left school before completing year 12 not because I don't value education – far from it. I left school before completing year 12 because my life's experiences to that point led me to desperately seek economic security.

Security which working-class and lower middle-class people are always seeking. The so-called 'poor mentality' led me straight into the workforce to avoid the debt that currently comes with higher education and precludes a significant number of our community from these opportunities. I got by through school taking up a range of part time jobs

Mr Peter Cain MLA – Canberra Liberals Member for Ginninderra



Teacher – 20-year career as high school mathematics teacher, teacher and principal in Non-Government School Sector.

Qualifications

- Bachelor of Mathematics (Hons)
- Diploma of Education
- Accredited Mediator

Shadow portfolios are Assistant Attorney-General, Regulatory Services and Jobs and Workplace Affairs.

Father of seven children

Excerpt from Inaugural Speech

My wife, Claire, who was also studying to be a teacher, a career in which she continues today. I taught mathematics in New South Wales schools from 1978 until Claire and I took our two New South Wales-born children to South Australia, where I taught in a non-government school, becoming its principal for part of our time there. While there, we built our first home and added three daughters to our family. We moved to Canberra in 1990, Claire carrying our sixth child. I was principal of a school here until 1998. During this time, we had our seventh child and purchased our current home in Evatt.

Mr Jeremy Hanson CSC MLA – Canberra Liberals Member for Murrumbidgee



Opposition whip

Shadow Minister for Education and Skills

Shadow Minister for Early Childhood Development

Shadow Minister for Police and Emergency Services

Shadow Minister for Veterans Affairs



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION AND COMMUNITY INCLUSION

MICHAEL PETERSSON MLA (CHAIR), JOHNATHAN DAVIS MLA (DEPUTY CHAIR), PETER CAIN MLA

WITNESS LIST FOR COMMITTEE AND HANSARD
ANNUAL AND FINANCIAL REPORTS 2019-20

To assist the Committee with its records and Hansard in recording the appearance of all officers who are likely to give evidence to the Committee, you are requested to provide the following information. Please return this information electronically to the Committee Secretary.

Committee Name: Standing Committee on Education and Community Inclusion - Inquiry into Annual and Financial Reports 2019-20 and Estimates 2020-21	
Hearing Date & Time: 1 March 2021, 9:00 am – 12:30 pm	
Title / Full name / Position / Branch or Division / Department or Agency	Portfolio area
Ms Katy Haire, Director-General, Education Directorate	Education and Youth Affairs Early Childhood Development
Mr David Matthews, Deputy Director-General, Education Directorate	Education and Youth Affairs Early Childhood Development
Mr Ross Hawkins, Executive Group Manager, Service Design and Delivery, Education Directorate	Education and Youth Affairs Early Childhood Development
Ms Margaret McKinnon, Executive Group Manager, Business Services Division, Education Directorate	Education and Youth Affairs Early Childhood Development
Mr Mark Huxley, Executive Group Manager, School Improvement, Education Directorate	Education and Youth Affairs Early Childhood Development
Mr Robert Gotts, Executive Branch Manager, Analytics and Evaluation, Education Directorate	Education and Youth Affairs Early Childhood Development
Mr Sean Moysey, Executive Branch Manager, Early Childhood Policy and Regulation, Education Directorate	Education and Youth Affairs Early Childhood Development
Ms Kate McMahon, Executive Branch Manager, Learning, Wellbeing Policy and Design, Education Directorate	Education and Youth Affairs Early Childhood Development
Ms Lynette Daly, Chief Finance Officer, Strategic Finance, Education Directorate	Education and Youth Affairs Early Childhood Development



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION AND COMMUNITY INCLUSION

MICHAEL PETERSSON MLA (CHAIR), JOHNATHAN DAVIS MLA (DEPUTY CHAIR), PETER CAIN MLA

Committee Name: Standing Committee on Education and Community Inclusion - Inquiry into Annual and Financial Reports 2019-20 and Estimates 2020-21	
Hearing Date & Time: 1 March 2021, 9:00 am – 12:30 pm	
Title / Full name / Position / Branch or Division / Department or Agency	Portfolio area
Mr Andrew Parkinson, Executive Branch Manager, Infrastructure and Capital Works, Education Directorate	Education and Youth Affairs Early Childhood Development
Mr Martin Watson, Executive Director Board of Senior Secondary Studies	Education and Youth Affairs
Ms Coralie McAlister, Chief Executive Officer, Teacher Quality Institute	Education and Youth Affairs

LACommitteeECI@parliament.act.gov.au



LEGISLATIVE ASSEMBLY

FOR THE AUSTRALIAN CAPITAL TERRITORY

COMMITTEE SUPPORT OFFICE

PRIVILEGE STATEMENT

The Assembly has authorised the recording, broadcasting and re-broadcasting of these proceedings.

All witnesses making submissions or giving evidence to committees of the Legislative Assembly for the ACT are protected by parliamentary privilege.

“Parliamentary privilege” means the special rights and immunities which belong to the Assembly, its committees and its members. These rights and immunities enable committees to operate effectively, and enable those involved in committee processes to do so without obstruction, or fear of prosecution.

Witnesses must tell the truth: giving false or misleading evidence will be treated as a serious matter, and may be considered contempt of the Assembly.

While the Committee prefers to hear all evidence in public, it may take evidence in-camera if requested. Confidential evidence will be recorded and kept securely. It is within the power of the committee at a later date to publish or present all or part of that evidence to the Assembly; but any decision to publish or present in-camera evidence will not be taken without consulting with the person who gave the evidence.

Amended 20 May 2013

Inquiry into Annual and Financial Reports 2018-2019

Questions on Notice/Taken on Notice Summary

14 November 2019

Question Title	TRIM reference
QON EEYA 27 - CODY - Education Workforce	CAB2019/00278
QON EEYA 29 - LEE - Continuum of Education in High Schools	CAB2019/00282
QON EEYA 30 - LEE - Early Childhood Education Advisory Council	CAB2019/00283
QON EEYA 31 - LEE - Early education	CAB2019/00284
QON EEYA 32 - LEE - International Students	CAB2019/00285
QON EEYA 33 - LEE - Parental Engagement Officer	CAB2019/00286
QON EEYA 34 - LEE - Off Campus Flexible Working Program	CAB2019/00287
QON EEYA 35 - LEE - Teacher Qualifications	CAB2019/00288
QTON EEYA 09 - Workplace safety Education enforceable undertakings	CAB2019/00275
QTON EEYA 10 - school chaplaincy funding to government schools	CAB2019/00263
QTON EEYA 11 - PBL teacher training	CAB2019/00264
QTON EEYA 12 - school psychologists	CAB2019/00265
QTON EEYA 13 - Lee Language Teachers	CAB2019/00276
QTON EEYA 14 - language offerings and cancellations	CAB2019/00266
QTON EEYA 15 - Northside School scoping study	CAB2019/00267
QTON EEYA 16 - long term casual employment	CAB2019/00269
QTON EEYA 17 - recruitment	CAB2019/00268
QTON EEYA 17a - Breakdown of levels you are recruiting across different employment classes	CAB2020/00011
QTON EEYA 18 – International Research	CAB2019/00274

REPORT ON ANNUAL AND FINANCIAL REPORTS 2018-2019

STANDING COMMITTEE ON EDUCATION, EMPLOYMENT AND YOUTH
AFFAIRS

MARCH 2020

REPORT 8

THE COMMITTEE

COMMITTEE MEMBERSHIP

Mr Michael Pettersson MLA	Chair
Mrs Elizabeth Kikkert MLA	Deputy Chair
Ms Elizabeth Lee MLA	Member (from 02 December 2019)

PAST MEMBERS

Mr Mark Parton MLA	Member (from 30 April 2019 to 02 December 2019)
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SECRETARIAT

Ms Sarah McFadden	Secretary (from 20 January 2020)
Mrs Nicola Kosseck	Secretary (to 17 January 2020)
Ms Alice Houghton	Senior Research Officer
Ms Lydia Chung	Administration

CONTACT INFORMATION

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RESOLUTION OF APPOINTMENT

On 13 December 2016, the ACT Legislative Assembly agreed by resolution to establish legislative and general purpose standing committees to inquire into and report on matters referred to them by the Assembly or matters that are considered by the committees to be of concern to the community, including:

A Standing Committee on Education, Employment and Youth Affairs (the Committee) to examine matters related to early childhood education and care, primary, secondary, post secondary and tertiary education, non-government education; industrial relations and work safety; and youth services.

The Legislative Assembly agreed that each committee shall have power to consider and make use of the evidence and records of the relevant standing committees appointed during the previous Assembly.¹

TERMS OF REFERENCE

At its meeting on Thursday, 24 October 2019, the Assembly passed the following resolution:

1. The annual and financial reports for the financial year 2018-2019 and for the calendar year 2018 presented to the Assembly pursuant to the Annual Reports (Government Agencies) Act 2004 stand referred to the standing committees, on presentation, in accordance with the schedule below:
2. The annual report of ACT Policing stands referred to the Standing Committee on Justice and Community Safety;
3. Notwithstanding standing order 229, only one standing committee may meet for the consideration of the inquiry into the calendar years 2018 and financial year 2018-2019 annual and financial reports at any given time;
4. Standing committees are to report to the Assembly on financial year reports by the last sitting day in March 2020, and on calendar year reports for 2018 by the last sitting day in March 2020; and
5. The foregoing provisions of this resolution have effect notwithstanding anything contained in the standing orders.²

¹ Legislative Assembly for the ACT, Minutes of Proceedings No. 2, 13 December 2016, pp. 13-16, available at: https://www.parliament.act.gov.au/_data/assets/pdf_file/0008/1017980/MoP002F1.pdf.

² Legislative Assembly for the ACT, Minutes of Proceedings No. 119, 24 October 2019, available at: https://www.parliament.act.gov.au/_data/assets/pdf_file/0011/1435745/MoP119F2.pdf

The following Annual Reports were referred to the Standing Committee on Education, Employment and Youth Affairs.

Annual Report (in alphabetical order)	Reporting area	Ministerial Portfolio(s)
ACT Building and Construction Industry Training Fund Authority		Minister for Tertiary Education
ACT Long Service Leave Authority		Minister for Employment and Workplace Safety
Canberra Institute of Technology (2018)		Minister for Tertiary Education
Chief Minister, Treasury and Economic Development Directorate	Higher Education, Training and Research	Minister for Tertiary Education
Chief Minister, Treasury and Economic Development Directorate	Public Sector Workers Compensation Fund	Minister for Employment and Workplace Safety
Chief Minister, Treasury and Economic Development Directorate	Workforce Injury Management and Industrial Relations Policy	Minister for Employment and Workplace Safety
Education Directorate	ACT Teacher Quality Institute	Minister for Education and Early Childhood Development
Education Directorate	Board of Senior Secondary Studies	Minister for Education and Early Childhood Development
Education Directorate	Disability Education in Schools	Minister for Education and Early Childhood Development
Education Directorate	Non-Government School Education	Minister for Education and Early Childhood Development
Education Directorate	Public High School Education	Minister for Education and Early Childhood Development
Education Directorate	Public Primary School Education	Minister for Education and Early Childhood Development
Education Directorate	Public Secondary College Education	Minister for Education and Early Childhood Development
University of Canberra		Minister for Tertiary Education
Worksafe Commissioner		Minister for Employment and Workplace Safety

ACRONYMS

Assembly	Legislative Assembly for the Australian Capital Territory
ACTPS	ACT Public Service
ATAR	Australian Tertiary Admission Rank
BCITFA	The ACT Building and Construction Industry Training Fund Authority
BSSS	The ACT Board of Senior Secondary Studies
CES	Continuum of Education Support
CIT	Canberra Institute of Technology
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
COAG	Council of Australian Governments
Committee	Standing Committee on Education, Employment and Youth Affairs
CTP	Compulsory Third Party insurance
Directions	Annual Reports Directions
ELC	Early Learning Centre
MLA	Member of the Legislative Assembly
NAPLAN	National Assessment Program – Literacy and Numeracy
PBL	Positive Behaviour for Learning
PEA	Priority Enrolment Areas
RTO	Registered Training Organisation
TAFE	Technical and Further Education
UC	University of Canberra
VET	Vocational Education and Training

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RECOMMENDATIONS

RECOMMENDATION 1

- 2.12 The Committee recommends that the Government update the Assembly by the end of first term 2020 with the number of three-year-old students who were offered placements in an ACT government school in a preschool program and how many three-year-old students were enrolled.

RECOMMENDATION 2

- 2.13 The Committee recommends that the Government report to the Assembly by the end of first term 2020 on the ACT schools that are accepting placements for three-year-olds in 2020 and 2021.

RECOMMENDATION 3

- 2.19 The Committee recommends that the Education Directorate collect centrally and include in its Annual Report details of the flexible learning and alternative education options on offer to ACT students including the number of students; range of school years; and, number of teachers.

RECOMMENDATION 4

- 2.20 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, what curriculum programme is being used in flexible learning classes.

RECOMMENDATION 5

- 2.21 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, on additional training and qualifications provided to or required by teachers engaged in flexible learning education settings in the ACT.

RECOMMENDATION 6

- 2.24 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on how many schools are now using the Positive Behaviour for Learning (PBL) module and how many teachers have received training in PBL.

RECOMMENDATION 7

- 2.25 The Committee recommends that the Education Directorate work to ensure that schools have access to youth workers, social workers and chaplains, as well as psychologists, if requested by students or staff.

RECOMMENDATION 8

- 2.28 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on progress in adopting the recommendations outlined in the Committee Report into the Management and Minimisation of Bullying and Violence in ACT schools.

RECOMMENDATION 9

- 2.32 The Committee recommends that the Education Directorate Annual Report should, in future, include some measure of learning gain for colleges.

RECOMMENDATION 10

- 2.35 The Committee recommends that the Education Directorate continue to roll out the University of Canberra Affiliated Schools Program.

RECOMMENDATION 11

- 2.39 The Committee recommends that the ACT Government continues to provide flexible and secure employment options for workers.

RECOMMENDATION 12

- 5.12 The Committee recommends that the ACT Government continue to support the expansion of the higher education sector and University of Canberra.

RECOMMENDATION 13

- 5.13 The Committee recommends that the ACT Government explore further options to collaborate with the University of Canberra.

1 INTRODUCTION

- 1.1 On Thursday 24 October 2019, the Legislative Assembly for the Australian Capital Territory (the Assembly) referred the annual and financial reports for the financial year 2018-19 and for the calendar year 2018 of all ACT Government agencies to the relevant standing committees of the Assembly for inquiry and reporting.³
- 1.2 The following annual reports and parts of reports were referred to, and examined by, the Standing Committee on Education, Employment and Youth Affairs (the Committee) and were the subject of public hearings in November 2019:
- Education Directorate including Early Childhood Policy and Regulation, ACT Teacher Quality Institute; Board of Senior Secondary Studies;⁴
 - Chief Minister, Treasury and Economic Development Directorate: ACT Long Service Leave Authority, Public Sector Workers Compensation Fund, Workforce Injury Management and Industrial Relations Policy, Worksafe Commissioner;⁵
 - ACT Building and Construction Industry Training Fund Authority;⁶
 - Canberra Institute of Technology (calendar year 2018);⁷ and,
 - University of Canberra (calendar year 2018).⁸

CONDUCT OF THE INQUIRY

- 1.3 The Committee held public hearings on 8 and 14 November 2019. A list of witnesses who appeared before the Committee is at [Appendix A](#) to this report.
- 1.4 Transcripts of the hearings can be accessed on the [ACT Legislative Assembly website](#).⁹
- 1.5 The Committee did not call for public submissions.

³ Legislative Assembly for the ACT, *Minutes of Proceedings No. 119*, 24 October 2019, available at: https://www.parliament.act.gov.au/_data/assets/pdf_file/0011/1435745/MoP119F.pdf

⁴ Education Directorate, *Annual Report 2018-19*, available at: https://www.education.act.gov.au/_data/assets/pdf_file/0009/1429812/ACT-Education-Directorate-Annual-Report-2018-19.pdf

⁵ Chief Minister, Treasury and Economic Development Directorate, *Annual Report 2018-19*, available at: https://www.cmtedd.act.gov.au/_data/assets/pdf_file/0009/1429767/Volume-1-CMTEDD-Annual-Report-2018-19.pdf

⁶ ACT Building and Construction Industry Training Fund Authority, *Annual Report 2018-2019*, available at: <https://www.trainingfund.com.au/storage/actbcitfa-ar-2018-2019-for-web.pdf>

⁷ Canberra Institute of Technology, *Annual Report 2018*, available at: https://cit.edu.au/_data/assets/pdf_file/0012/188679/190109_CIT_2018_Annual_Report_WEB.pdf

⁸ University of Canberra, *Annual Report 2018*, available at: <https://www.canberra.edu.au/about-uc/policy-and-legislation/key-university-documents/annual-reports/docs/UCCOR0478_AR2018V1_DIGITAL.pdf>

⁹ Hansard transcripts of the hearings available at: <http://www.hansard.act.gov.au/hansard/2017/comms/default.htm#education>.

- 1.6 A total of 18 questions were taken on notice during the hearings. 17 supplementary questions (some with multiple parts) were asked and answered.
- 1.7 Table 1 illustrates the breakdown of questions by portfolio:

Table 1 – Summary of Questions by Portfolio

Portfolio	Questions Taken on Notice	Questions on Notice (supplementary questions)
Minister for Education and Early Childhood Development	9	8
Minister for Employment and Workplace Safety	2	1
Minister for Tertiary Education	5	0
University of Canberra	2	8

- 1.8 A full list of questions taken on notice and supplementary questions is available at [Appendix B](#). All responses to the questions are available on [the Inquiry webpage](#).¹⁰

ACKNOWLEDGEMENTS

- 1.9 The Committee acknowledges Mr Andrew Barr MLA, in his capacity as the Minister for Tertiary Education, Ms Yvette Berry MLA, in her capacity as Minister for Education and Early Childhood Development and Ms Suzanne Orr MLA, in her capacity as Minister for Employment and Workplace Safety for assisting the Committee with the inquiry. The Committee also thanks accompanying directorate and agency officials for providing their time and expertise as witnesses.

STRUCTURE OF THIS REPORT

- 1.10 This report is presented in six chapters:
- Chapter 1 – Introduction
 - Chapter 2 – Education and Early Childhood Development
 - Chapter 3 – Employment and Workplace Safety

¹⁰ ACT Legislative Assembly, EEYA, Inquiry into Annual and Financial Reports 2018-2019, 'Questions on Notice', available at: <https://www.parliament.act.gov.au/in-committees/standing-committees-current-assembly/standing-committee-on-education,-employment-and-youth-affairs/inquiry-into-annual-and-financial-reports-2017-2019>

- Chapter 4 – Tertiary Education (Skills)
- Chapter 5 – Tertiary Education (University of Canberra)
- Chapter 6 – Conclusion

PURPOSE AND INTENT OF ANNUAL REPORTING

- 1.11 The *Annual Reports (Government Agencies) Act 2004* sets the framework for annual reporting across the ACT public sector. The Annual Reports Act provides that the Chief Minister must make directions to set the form and content of annual reports.¹¹
- 1.12 The Directions specify that annual reports are reports from agency heads to their responsible Minister, the Legislative Assembly and the public that provide a detailed description of the agency's activities during a reporting year. The primary purpose of an annual report is accountability.
- 1.13 The Directions state that the focus of an agency's annual report should be on information that is relevant to the agency's:
- 1) Long term strategic direction and context;
 - 2) Performance analysis against its short-term budget outputs; and
 - 3) Financial management.¹²
- 1.14 The Directions stipulate the characteristics of effective annual reporting, the required format for reports, compliance, information about publication details, the access and distribution of reports, territory record keeping and the process for corrigenda and receiving feedback.
- 1.15 Government Budget Papers and Statements of Intent establish core government outcomes and strategic priorities, whilst setting out performance targets and funding appropriations.¹³
- 1.16 The Committee notes that the Annual Reports considered largely comply with the Directions.

¹¹ Annual Reports (Government Agencies) Notice 2019, Notifiable Instrument NI2019-296, p. 5.

¹² Annual Reports (Government Agencies) Notice 2019, Notifiable Instrument NI2019-296, p. 5.

¹³ Annual Reports (Government Agencies) Notice 2019, Notifiable Instrument NI2019-296, p. 5.

2 EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

INTRODUCTION

- 2.1 The Minister for Education and Early Childhood Development, Ms Yvette Berry MLA, attended the Committee's public hearing on Thursday 14 November 2019 to discuss the Education Directorate (the Directorate) *Annual Report 2018-2019* (the Annual Report).¹⁴
- 2.2 The Annual Report states the Education Directorate's purpose is 'a leading learning organisation where people know they matter, delivering high quality early childhood education and public school education in an accessible and inclusive environment.'¹⁵
- 2.3 The Annual Report informs of the launch of two documents for the Education Directorate: the ACT Government's *Future of Education Strategy* and the Education Directorate's *Strategic Plan 2018-21*. The *Future of Education Strategy* was developed collaboratively with industry and students and applies to government and non-government schools. The *Strategic Plan* identifies the Directorate's vision to be a leading learning organisation to deliver educational services for every child and young person.¹⁶
- 2.4 In the ACT, there are 135 schools operating. Of these, 88 are public and 47 are non-government schools.¹⁷
- 2.5 The ACT schools network covers four geographically located networks. These are: the Belconnen Network; the Tuggeranong Network; the South/Weston Network; and, the North Gungahlin Network (Jervis Bay School is included in this network).¹⁸
- 2.6 The Directorate has four divisions, including:
- System Policy and Reform;
 - Service Design and Delivery;
 - School Improvement; and,
 - Business Services.¹⁹

¹⁴ Education Directorate, *Annual Report 2018-2019*, available at https://www.education.act.gov.au/data/assets/pdf_file/0009/1429812/ACT-Education-Directorate-Annual-Report-2018-19.pdf.

¹⁵ ACT Government, Education Directorate, *Annual Report 2018-2019*, p. 12.

¹⁶ ACT Government, Education Directorate, *Annual Report 2018-2019*, p. 11.

¹⁷ ACT Government, Education Directorate, *Annual Report 2018-2019*, p. 14.

¹⁸ ACT Government, Education Directorate, *Annual Report 2018-2019*, p. 13.

¹⁹ ACT Government, Education Directorate, *Annual Report 2018-2019*, p. 15.

- 2.7 During the public hearing on 14 November 2019, nine Questions were Taken on Notice by the Minister for Education and Early Childhood Development. Eight Questions on Notice (supplementary questions) were asked in writing following the hearing. Answers can be accessed on the [Committee website](#).²⁰

MATTERS CONSIDERED

- 2.8 The following matters were discussed with the Minister for Education and Early Childhood Development in relation to the Education Directorate *Annual Report 2018-19*.
- student retention rates including from preschool to primary, primary to high school, between years 7 and 12;²¹
 - factors affecting retention;²²
 - year 12 transitions to further study or work;²³
 - strategic planning vision and relationship to school violence;²⁴
 - school chaplaincy program, funding sources, chaplain denomination and school social supports and wellbeing into the future;²⁵
 - loss of Australian Government funding from elimination of chaplaincy program in ACT Government schools;²⁶
 - full registration and provisional registration for teachers through the Teacher Quality Institute;²⁷
 - engagement with the Home Schools' Association and legislative amendments around home education;²⁸
 - school network expansion and consultation on new schools and demographic projections;²⁹
 - preschool place availability;³⁰
 - University of Canberra affiliated schools program expansion, accountability indicators and criteria for school selection;³¹

²⁰ Available at: <https://www.parliament.act.gov.au/in-committees/standing-committees-current-assembly/standing-committee-on-education,-employment-and-youth-affairs/inquiry-into-annual-and-financial-reports-2018-2019>

²¹ *Transcript of Evidence*, 14 November 2019, pp. 69-70.

²² *Transcript of Evidence*, 14 November 2019, p. 70.

²³ *Transcript of Evidence*, 14 November 2019, pp. 70-71.

²⁴ *Transcript of Evidence*, 14 November 2019, pp. 71-72.

²⁵ *Transcript of Evidence*, 14 November 2019, pp. 72-76.

²⁶ *Transcript of Evidence*, 14 November 2019, pp. 76-78. See also QTON EEYA 10.

²⁷ *Transcript of Evidence*, 14 November 2019, p. 79.

²⁸ *Transcript of Evidence*, 14 November 2019, pp. 79-80.

²⁹ *Transcript of Evidence*, 14 November 2019, pp. 80-82.

³⁰ *Transcript of Evidence*, 14 November 2019, pp. 82-83.

³¹ *Transcript of Evidence*, 14 November 2019, pp. 83-86.

- Directorate response to the Committee’s report on the management and minimisation of bullying and violence in ACT schools;³²
 - PEA exemptions;³³
 - offsite program: ‘Mullion’;³⁴
 - parent self-referral portal;³⁵
 - SAS system;³⁶
 - anxiety and trauma training;³⁷
- teacher training choices and Positive Behaviour for Learning (PBL);³⁸
- school psychologist recruitment and ratios;³⁹
- language teaching plan;⁴⁰
- BSSS indigenous culture and language course;⁴¹
- availability and recruitment of language teachers;⁴²
- infrastructure project updates;⁴³
 - Neville Bonner School
 - Franklin Early Childhood school
 - new Gungahlin high school
 - Throsby primary
 - new northside college
 - Gungahlin college air-conditioning
- School Education Advisory Committee’s (SEAC) *Safe and supportive schools final report*;⁴⁴
 - support for working with Aboriginal and Torres Strait Islander communities;⁴⁵
 - devices, cyber safety and access restrictions;⁴⁶
- workforce including offers of permanency, casual workforce and recruitment efforts;⁴⁷

³² *Transcript of Evidence*, 14 November 2019, pp. 86-90.

³³ *Transcript of Evidence*, 14 November 2019, pp. 86-88.

³⁴ *Transcript of Evidence*, 14 November 2019, pp. 86-87.

³⁵ *Transcript of Evidence*, 14 November 2019, p. 87.

³⁶ *Transcript of Evidence*, 14 November 2019, pp. 87-89

³⁷ *Transcript of Evidence*, 14 November 2019, pp. 89-90.

³⁸ *Transcript of Evidence*, 14 November 2019, pp. 89-91, 102-103. See also QTON EEYA 11.

³⁹ *Transcript of Evidence*, 14 November 2019, pp. 91-92. See also QTON EEYA 12.

⁴⁰ *Transcript of Evidence*, 14 November 2019, pp. 92-93.

⁴¹ *Transcript of Evidence*, 14 November 2019, pp. 93-95.

⁴² *Transcript of Evidence*, 14 November 2019, pp. 95-97. See also QTON EEYA 13 and EEYA 14.

⁴³ *Transcript of Evidence*, 14 November 2019, pp. 97-99. See also QTON EEYA 15.

⁴⁴ *Transcript of Evidence*, 14 November 2019, pp. 99-106, 108-109.

⁴⁵ *Transcript of Evidence*, 14 November 2019, pp. 103-106.

⁴⁶ *Transcript of Evidence*, 14 November 2019, pp. 106-108.

⁴⁷ *Transcript of Evidence*, 14 November 2019, pp. 109-111. See also QTON EEYA 16 and EEYA 17.

- reporting of learning gains, NAPLAN and ATAR attainment;⁴⁸
- school leadership and capability;⁴⁹
- dyslexia assessment, supports and the Early Years Literacy project;⁵⁰ and
- school improvement and data use.⁵¹

2.9 The following additional matters were canvassed in Questions on Notice put to the Minister:

- education workforce;⁵²
- continuum of education in high schools;⁵³
- early childhood education Advisory Council;⁵⁴
- ELC for three-year-olds;⁵⁵
- international students in the ACT;⁵⁶
- investing in early childhood education;⁵⁷
- off-campus flexible learning programs;⁵⁸ and
- teacher qualifications.⁵⁹

KEY ISSUES AND RECOMMENDATIONS

EARLY EDUCATION FOR THREE-YEAR-OLD CHILDREN

2.10 The Education Directorate Annual Report 2018-19 states that a key component of the Early Childhood Strategy is ‘delivering a phased approach to 15 hours per week, 600 hours per year of free, universal, quality early childhood education for three-year-olds in the ACT.’⁶⁰

2.11 The Committee asked a supplementary Question on Notice about this universal access for three-year-olds, including details around school and student selection and the likely cost of the first tranche.⁶¹ Minister Berry’s response confirmed there is provision of \$2.5 million for the

⁴⁸ *Transcript of Evidence*, 14 November 2019, pp. 111-114, 115-116.

⁴⁹ *Transcript of Evidence*, 14 November 2019, pp. 114-116. See also QTON EEYA 18.

⁵⁰ *Transcript of Evidence*, 14 November 2019, pp. 116-118.

⁵¹ *Transcript of Evidence*, 14 November 2019, p. 118.

⁵² See QON EEYA 27.

⁵³ See QON EEYA 29.

⁵⁴ See QON EEYA 30.

⁵⁵ See QON EEYA 31.

⁵⁶ See QON EEYA 32.

⁵⁷ See QON EEYA 33.

⁵⁸ See QON EEYA 34.

⁵⁹ See QON EEYA 35.

⁶⁰ Education Directorate, *Annual Report 2018-19*, p. 212.

⁶¹ See QON EEYA 31.

first tranche of the program with 17 early childhood education and care services (11 ACT public schools and six early childhood schools) participating in the Community of Practice.

Recommendation 1

- 2.12 The Committee recommends that the Government update the Assembly by the end of first term 2020 with the number of three-year-old students who were offered placements in an ACT government school in a preschool program and how many three-year-old students were enrolled.**

Recommendation 2

- 2.13 The Committee recommends that the Government report to the Assembly by the end of first term 2020 on the ACT schools that are accepting placements for three-year-olds in 2020 and 2021.**

FLEXIBLE LEARNING

- 2.14 The Continuum of Education Support (CES) model encompasses provision of flexible learning options and alternative education programs for high school students in the ACT.⁶²
- 2.15 The Committee asked a supplementary Question on Notice regarding various aspects of the operation of the CES model. Minister Berry's response stated that the introduction of CES in 2017 stemmed from Recommendation 7.5 of the Expert Panel on Students with Complex Needs and Challenging behaviour report⁶³ which recommended the Directorate develop and implement a coherent strategy for the provision of alternative education programs and/or other flexible learning options, for students at risk of disengaging from secondary school.⁶⁴
- 2.16 In terms of when flexible learning options are brought in and how they are delivered, Minister Berry stated that the CES outlines strategies for schools to implement at the universal level (all students), selected (some students) and targeted (individual) students with flexible learning options available at the point of need. The Education Directorate provides a range of flexible educational options including individualised programs at the local school, the Hospital School, the education program at The Cottage, Distance Education, Muliyan and Home Education.
- 2.17 In response to the question about additional resources that teachers may require, Minister Berry advised that as each school implements CES flexibly to meet the individual needs of their school community, there is no one set of resources or materials. Rather schools can access

⁶² Education Directorate, *Annual Report 2018-19*, p. 33.

⁶³ Available at: https://www.education.act.gov.au/_data/assets/pdf_file/0003/856254/Attach-4-Expert-Panel-Report-Web.pdf.

⁶⁴ See QON EEYA 29.

supports through the Directorate, share ideas and resources with each other and use their CES resourcing flexibly to meet the needs of their students.⁶⁵

- 2.18 The response also advised that information on how many students have adopted flexible learning and alternative education programs is not held centrally.⁶⁶

Recommendation 3

- 2.19 The Committee recommends that the Education Directorate collect centrally and include in its Annual Report details of the flexible learning and alternative education options on offer to ACT students including the number of students; range of school years; and, number of teachers.**

Recommendation 4

- 2.20 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, what curriculum programme is being used in flexible learning classes.**

Recommendation 5

- 2.21 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, on additional training and qualifications provided to or required by teachers engaged in flexible learning education settings in the ACT.**

POSITIVE BEHAVIOUR FOR LEARNING

- 2.22 Positive Behaviour for Learning (PBL) is an international evidence-based framework that schools use to create a safe and supportive learning environment for all students.⁶⁷
- 2.23 The Committee enquired about assessments of PBL's effectiveness to date, the timeframe for rolling out PBL to other schools, whether four PBL coaches is sufficient for the 57 participating schools and how many teachers have been trained in PBL. In response to a Question Taken on Notice, Minister Berry confirmed the approximately 3,000 teachers and school staff employed across the 57 school sites currently implementing the PBL framework have received training in PBL.⁶⁸ The Directorate confirmed it has a program in place for another set of schools to roll out

⁶⁵ See QON EEYA 29.

⁶⁶ See QON EEYA 29.

⁶⁷ Positive Behaviour for Learning, ACT Education Directorate website. Available at: <https://www.education.act.gov.au/support-for-our-students/positive-behaviour-for-learning>.

⁶⁸ See QTON EEYA 11.

PBL in 2020 and then another set for 2021 which would then see PBL reaching the whole cohort.⁶⁹

Recommendation 6

- 2.24 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on how many schools are now using the Positive Behaviour for Learning (PBL) module and how many teachers have received training in PBL.**

Recommendation 7

- 2.25 The Committee recommends that the Education Directorate work to ensure that schools have access to youth workers, social workers and chaplains,⁷⁰ as well as psychologists, if requested by students or staff.**

VIOLENCE AND BULLYING

- 2.26 The Committee queried elements of the government response to the EEYA Committee's report into the management and minimisation of bullying and violence in ACT schools in which the government agreed to 12 recommendations, agreed in principle to nine recommendations and noted two recommendations.⁷¹
- 2.27 In particular, the Committee asked about Recommendations 9 (exemptions to Priority Enrolment Area policy), 11 (expansion of flexible offsite education), 18 (parental self-reporting portal for bullying and violence), 19 (student self-reporting portal for bullying and violence) and 22 (specialist training in anxiety and trauma) to which the government agreed in principle.

Recommendation 8

- 2.28 The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on progress in adopting the recommendations outlined in the Committee Report into the Management and Minimisation of Bullying and Violence in ACT schools.**

⁶⁹ *Transcript of Evidence*, 14 November 2019, p. 90.

⁷⁰ Mr Pettersson (Chair) dissented on the inclusion of the word 'chaplains' in this recommendation.

⁷¹ *Transcript of Evidence*, 14 November 2019, pp. 86-89.

LEARNING GAIN

- 2.29 Learning gain is a term used to describe the concept of a year's learning for a year's teaching.⁷² The Education Directorate identifies progress in student learning gain as an important measure of evaluating educational outcomes.⁷³
- 2.30 The Committee enquired about whether NAPLAN is an effective measure to capture learning gains.⁷⁴ The Directorate responded that although NAPLAN is focussed on a set of narrow criteria, learning gain is one of the better ways to use NAPLAN.⁷⁵
- 2.31 The Committee queried whether the learning gains method was also used in colleges. The Directorate confirmed that as there is no Year 11 or 12 NAPLAN, the Directorate does not measure learning gain from Year 9 to college in the same way, relying instead on attainment achieved at the end of Year 12 in the form of an ATAR score.⁷⁶

Recommendation 9

- 2.32 The Committee recommends that the Education Directorate Annual Report should, in future, include some measure of learning gain for colleges.**

UC AFFILIATED SCHOOLS PROGRAM

- 2.33 The Committee enquired about the UC Affiliated Schools Program which facilitates the placement of student teachers in ACT Government schools and allows research collaboration to take place with UC.⁷⁷
- 2.34 The Minister noted the announcement that an additional five schools have been incorporated into the full program. The Committee heard that the Education Directorate is in the process of creating an evaluation framework for the Affiliated Schools Program with UC.⁷⁸

Recommendation 10

- 2.35 The Committee recommends that the Education Directorate continue to roll out the University of Canberra Affiliated Schools Program.**

⁷² Education Directorate, *Annual Report 2018-19*, p. 38.

⁷³ Education Directorate, *Annual Report 2018-19*, p. 38.

⁷⁴ *Transcript of Evidence*, 14 November 2019, pp. 111-113.

⁷⁵ *Transcript of Evidence*, 14 November 2019, p. 112.

⁷⁶ *Transcript of Evidence*, 14 November 2019, p. 112.

⁷⁷ *Transcript of Evidence*, 14 November 2019, p. 83.

⁷⁸ *Transcript of Evidence*, 14 November 2019, pp. 84-85.

WORKFORCE

- 2.36 The Committee pointed to recent concerns raised about the number of casual staff employed in the Education Directorate, particularly for quite lengthy periods of time and asked about the government's response to these concerns.⁷⁹
- 2.37 The Directorate noted the government's policy framework around insecure work which supports, wherever possible, permanent work across the ACT government service. As part of its recruitment activities for 2020, the Directorate has been seeking to offer permanent employment to all temporary staff who are eligible.⁸⁰
- 2.38 In 2020, the Directorate will consider its casual workforce to identify which may be eligible for offers of permanent work. The Directorate noted that there is no obligation to accept the offer and many of the Directorate's long-term casual employees opt to remain in casual employment as the flexibility suits their personal situation.⁸¹

Recommendation 11

- 2.39 The Committee recommends that the ACT Government continues to provide flexible and secure employment options for workers.**

⁷⁹ *Transcript of Evidence*, 14 November 2019, p. 109.

⁸⁰ *Transcript of Evidence*, 14 November 2019, pp. 109-110.

⁸¹ *Transcript of Evidence*, 14 November 2019, p. 110.

3 EMPLOYMENT AND WORKPLACE SAFETY

INTRODUCTION

- 3.1 Through the Workplace Safety and Industrial Relations Group, CMTEDD manages the Territory's workplace relations regulatory frameworks. This includes work health and safety, workers' compensation, dangerous substances, workplace privacy, public holidays and portable long service leave. In addition to this, CMTEDD supports the management and prevention of workplace injuries by delivering work safety, workers' compensation and injury management services for the ACT Government.⁸²
- 3.2 The Minister for Employment and Workplace Safety, Ms Suzanne Orr MLA, and the Work Safety Commissioner, Mr Greg Jones, attended the Committee's public hearing on Thursday 14 November 2019 to discuss the relevant parts of the *CMTEDD Annual Report 2018-2019*.
- 3.3 The Minister for Employment and Workplace Safety took two Questions on Notice at the hearing and received one supplementary question.

MATTERS CONSIDERED

- 3.4 The Committee considered the following matters relating to workplace safety and employment:
- transition to self-insurance of the ACT public sector workers compensation fund,⁸³
 - claims since self-insurance;⁸⁴
 - efficiencies of self-insurance;⁸⁵
 - modelling and research on the impacts arising from changes to CTP on journey claims under workers compensation;⁸⁶
 - Long Service Leave Authority decision-making and advice in relation to recent wrongful payment ruling;⁸⁷
 - Mental Health Australia's status around long service leave;⁸⁸

⁸² ACT Government, Chief Minister, Treasury and Economic Development Directorate, *Annual Report 2018-2019*, p. 89.

⁸³ *Transcript of Evidence*, 14 November 2019, p. 35.

⁸⁴ *Transcript of Evidence*, 14 November 2019, pp. 37-38, 48.

⁸⁵ *Transcript of Evidence*, 14 November 2019, pp. 37-40, 48.

⁸⁶ *Transcript of Evidence*, 14 November 2019, pp. 40-42. See also QTON EEYA 08.

⁸⁷ *Transcript of Evidence*, 14 November 2019, pp. 42-44.

⁸⁸ *Transcript of Evidence*, 14 November 2019, p. 42.

- review of community sector registrations and outcomes of the court decision and potential legislative change;⁸⁹
- legal costs;⁹⁰
- impacts on construction businesses from additional training and union consultation requirements in the *Work Health and Safety Amendment Act 2019*;⁹¹
- feedback from community and industry stakeholders on training and union consultation requirements, breaches, compliance and enforcement regime;⁹²
- update on the review of labour hire following discussion paper release and inclusion of group training organisations;⁹³
- reductions in serious workplace injury;⁹⁴
- implementation of the Office of the Work Safety Commissioner and existing commissioner position;⁹⁵
- compliance notices issued to ACT Government Directorates by Work Safety Commissioner;⁹⁶
- enforceable undertakings;⁹⁷
- success of educational material provided by businesses subject to an enforceable undertaking;⁹⁸
- safety in schools and WorkSafe monitoring of the enforceable undertaking with the Education Directorate;⁹⁹
- asbestos training and regulatory changes;¹⁰⁰
- workers compensation compliance team audit selection process and compliance check processes;¹⁰¹ and
- cross border premium comparisons and economic impact on businesses.¹⁰²

⁸⁹ *Transcript of Evidence*, 14 November 2019, pp. 43-44.

⁹⁰ *Transcript of Evidence*, 14 November 2019, pp. 44-45.

⁹¹ *Transcript of Evidence*, 14 November 2019, p. 45.

⁹² *Transcript of Evidence*, 14 November 2019, pp. 45-47.

⁹³ *Transcript of Evidence*, 14 November 2019, pp. 48-50.

⁹⁴ *Transcript of Evidence*, 14 November 2019, pp. 50-52.

⁹⁵ *Transcript of Evidence*, 14 November 2019, pp. 52-55.

⁹⁶ *Transcript of Evidence*, 14 November 2019, pp. 55-56.

⁹⁷ *Transcript of Evidence*, 14 November 2019, pp. 56-61.

⁹⁸ *Transcript of Evidence*, 14 November 2019, pp. 57-58.

⁹⁹ *Transcript of Evidence*, 14 November 2019, pp. 59-61. See also QTON EEYA 09.

¹⁰⁰ *Transcript of Evidence*, 14 November 2019, pp. 61-62.

¹⁰¹ *Transcript of Evidence*, 14 November 2019, pp. 62-65.

¹⁰² *Transcript of Evidence*, 14 November 2019, pp. 65-68.

4 TERTIARY EDUCATION (SKILLS)

- 4.1 The Minister for Tertiary Education, Mr Andrew Barr MLA, attended the Committee's public hearing on Friday 8 November 2019 to discuss the ACT Building Construction Industry Training Fund Authority and the Canberra Institute of Technology.
- 4.2 There were five Questions Taken on Notice at the hearing.

INTRODUCTION

- 4.3 The ACT Building and Construction Industry Training Fund Authority (BCITFA) provides funding for the training of eligible workers and for the development of skills identified as being in short supply in the building and construction industry. It aims to improve the culture, level and access to training and to support the entry of new people into the building and construction industry.¹⁰³
- 4.4 CIT is the largest publicly funded Registered Training Organisation (RTO) in the ACT and is a Territory Authority established under the *Canberra Institute of Technology Act 1987*.¹⁰⁴
- 4.5 CIT is responsible for providing training and education that meets the needs of students, industry, business and the ACT community. Responsibility for CIT sits with the ACT Government Minister for Vocational Education and Skills.¹⁰⁵
- 4.6 CIT operations are funded by a combination of direct funding from the ACT Government and additional revenue raised by CIT's commercial and competitive activities.¹⁰⁶

MATTERS CONSIDERED

- 4.7 The Committee considered the following matters relating to BCITFA:
- emerging trends in construction training in the ACT;¹⁰⁷
 - sponsorship funding to the construction charitable works organisation for drug and alcohol education program delivery;¹⁰⁸

¹⁰³ BCTIF Annual Report 2018 – 2019, p.7. Accessed 5 November 2019 <<https://www.trainingfund.com.au/storage/actbcitfa-ar-2018-2019-for-web.pdf>>

¹⁰⁴ ACT Government, Canberra Institute of Technology, *Annual Report 2018*, p.14.

¹⁰⁵ ACT Government, Canberra Institute of Technology, *Annual Report 2018*, p.14.

¹⁰⁶ ACT Government, Canberra Institute of Technology, *Annual Report 2018*, p.14.

¹⁰⁷ *Transcript of Evidence*, 8 November 2019, pp. 1-2.

¹⁰⁸ *Transcript of Evidence*, 8 November 2019, p. 2.

- BCITFA decisions regarding sponsorship applications and financial contributions;¹⁰⁹
- changes to subject matter in available courses this year;¹¹⁰
- courses for mental health and mental health awareness;¹¹¹
- BCITFA engagement with the Property Council for feedback;¹¹²
- the BCITFA Board's role in decision-making around the Annual Training Plan;¹¹³
- BCITFA's role in forecasting skills needed in the construction industry;¹¹⁴
- eligibility for funding/applications, including the requirement that an organisation undertake 80 per cent or more of their work in the ACT;¹¹⁵
- a rise in training program expenses, courses in demand, rise in participant numbers;¹¹⁶
- domestic violence awareness training.¹¹⁷

4.8 The Committee considered the following matters relating to CIT:

- skills for renewable energy sector;¹¹⁸
- the *Canberra Times* article about the possible relocation of Reid CIT to Woden;¹¹⁹
- campus modernisation at Bruce, including a new allied health facility;¹²⁰
- CIT Woden site about which no announcement has yet been made;¹²¹
- CIT decision making around course delivery across the various campuses;¹²²
 - literacy and numeracy training available across all campuses;¹²³
- key objectives and challenges that CIT faces in the short and medium term;¹²⁴
- the regulatory environment in VET and the unique requirements of public providers;¹²⁵
- adequacy of funding contribution made through the government;¹²⁶
- support CIT would like to see from the federal government;¹²⁷

¹⁰⁹ *Transcript of Evidence*, 8 November 2019, p. 3.

¹¹⁰ *Transcript of Evidence*, 8 November 2019, p.3.

¹¹¹ *Transcript of Evidence*, 8 November 2019, p. 4.

¹¹² *Transcript of Evidence*, 8 November 2019, p. 4.

¹¹³ *Transcript of Evidence*, 8 November 2019, p. 5.

¹¹⁴ *Transcript of Evidence*, 8 November 2019, p. 6.

¹¹⁵ *Transcript of Evidence*, 8 November 2019, p. 7.

¹¹⁶ *Transcript of Evidence*, 8 November 2019, p. 8.

¹¹⁷ *Transcript of Evidence*, 8 November 2019, p. 8.

¹¹⁸ *Transcript of Evidence*, 8 November 2019, p. 8.

¹¹⁹ *Transcript of Evidence*, 8 November 2019, p. 9.

¹²⁰ *Transcript of Evidence*, 8 November 2019, p. 9.

¹²¹ *Transcript of Evidence*, 8 November 2019, p. 11.

¹²² *Transcript of Evidence*, 8 November 2019, p. 12.

¹²³ *Transcript of Evidence*, 8 November 2019, p. 13.

¹²⁴ *Transcript of Evidence*, 8 November 2019, p. 14.

¹²⁵ *Transcript of Evidence*, 8 November 2019, p. 15.

¹²⁶ *Transcript of Evidence*, 8 November 2019, p. 15.

¹²⁷ *Transcript of Evidence*, 8 November 2019, p. 15.

- the difficulty in ensuring training products keep pace with the changing nature of work;¹²⁸
- the COAG Skills Reform agenda and a risk-based approach to regulation;¹²⁹
- CIT Students Association;¹³⁰
- the management of student accommodation at CIT;¹³¹
- CIT's partnership with UNSW and modernisation of campus facilities;¹³²
- CIT staff satisfaction surveys;¹³³
- CIT staffing issues, including bullying and harassment;¹³⁴
- staff on extended sick leave for stress;¹³⁵
- sustainable development of CIT – increase in the use of water.¹³⁶

¹²⁸ *Transcript of Evidence*, 8 November 2019, p. 17.

¹²⁹ *Transcript of Evidence*, 8 November 2019, p. 17.

¹³⁰ *Transcript of Evidence*, 8 November 2019, p. 17. See also QTON EEYA 01.

¹³¹ *Transcript of Evidence*, 8 November 2019, p. 18.

¹³² *Transcript of Evidence*, 8 November 2019, p. 18.

¹³³ *Transcript of Evidence*, 8 November 2019, pp. 23-24.

¹³⁴ *Transcript of Evidence*, 8 November 2019, p. 24. See also QTON EEYA 02.

¹³⁵ *Transcript of Evidence*, 8 November 2019, p. 24. See also QTON EEYA 03.

¹³⁶ *Transcript of Evidence*, 8 November 2019, pp. 24-25. See also QTON EEYA 05.

5 TERTIARY EDUCATION (UNIVERSITY OF CANBERRA)

INTRODUCTION

- 5.1 The University was established by the Commonwealth Government in 1967 as the Canberra College of Advanced Education, under the *Canberra College of Advanced Education Act 1967 (Cth)*. The College became the University of Canberra (UC) with effect from 1 January 1990. Jurisdiction for the University was passed to the Australian Capital Territory on 1 December 1997, and is governed under the *University of Canberra Act 1989* (the Act). Sections 40, 41 and 42 of the Act define the powers of the University to make statutes, rules and orders to carry out or give effect to the Act.¹³⁷
- 5.2 University of Canberra Executive staff and senior managers attended the Committee's public hearing on Thursday 14 November 2019 to discuss the University of Canberra's *2018 Annual Report*.¹³⁸
- 5.3 The University of Canberra took two Questions on Notice and received eight supplementary questions.

MATTERS CONSIDERED

- 5.4 The following matters were considered at the public hearing with the University of Canberra on Thursday 14 November 2019:
- update on the implementation of the Broderick report recommendations,¹³⁹
 - UC extension programs for college students,¹⁴⁰
 - community engagement with the UC Hospital and health hub,¹⁴¹
 - further opportunities and unmet potential of the UC Hospital;¹⁴²
 - opportunities for greater local government involvement or leadership promoting UC and the ACT;¹⁴³ and

¹³⁷ <http://www.canberra.edu.au/about-uc/policy-and-legislation/legislation>

¹³⁸ https://www.canberra.edu.au/about-uc/policy-and-legislation/key-university-documents/annual-reports/docs/UCCOR0478_AR2018V1_DIGITAL.pdf

¹³⁹ *Transcript of Evidence, 14 November 2019*, pp. 28-29.

¹⁴⁰ *Transcript of Evidence, 14 November 2019*, pp. 29-31. See also QTON EEYA 06.

¹⁴¹ *Transcript of Evidence, 14 November 2019*, p. 31. See also QTON EEYA 07.

¹⁴² *Transcript of Evidence, 14 November 2019*, pp. 31-32.

¹⁴³ *Transcript of Evidence, 14 November 2019*, pp. 32-33.

- UC affiliate high school program.¹⁴⁴

5.5 Supplementary questions from the Committee and participating members also canvassed the following matters:

- consultants;¹⁴⁵
- assistant professor scheme;¹⁴⁶
- competitive environment;¹⁴⁷
- executive management;¹⁴⁸
- international fee revenue;¹⁴⁹
- staff survey;¹⁵⁰
- student satisfaction;¹⁵¹ and
- workforce.¹⁵²

KEY ISSUES AND RECOMMENDATIONS

COLLABORATION WITH THE ACT GOVERNMENT

- 5.6 The Committee asked about the role of local government in supporting UC and higher education in the ACT more broadly.
- 5.7 UC responded that it has a good relationship with the ACT Government ‘both at an institutional level and at a faculty level’.¹⁵³ The Committee heard that the ACT Government has been helpful around rezoning UC real estate to facilitate better use and returns from that asset as well as promoting Canberra as a destination for international students and aligning marketing messages. The Committee was advised that UC would also be looking for support around its 30th anniversary celebrations in 2020.¹⁵⁴
- 5.8 UC highlighted that the university sector in the ACT is competitive and ‘a tough financial environment’ with five universities operating locally, with a population less than Tasmania,

¹⁴⁴ *Transcript of Evidence*, 14 November 2019, pp. 33-34.

¹⁴⁵ See QON EEYA 19.

¹⁴⁶ See QON EEYA 20.

¹⁴⁷ See QON EEYA 21.

¹⁴⁸ See QON EEYA 22.

¹⁴⁹ See QON EEYA 23.

¹⁵⁰ See QON EEYA 24.

¹⁵¹ See QON EEYA 25.

¹⁵² See QON EEYA 26.

¹⁵³ Ms Robinson, *Transcript of Evidence*, 14 November 2019, p. 32.

¹⁵⁴ Ms Robinson, *Transcript of Evidence*, 14 November 2019, p. 32.

which by contrast has one university.¹⁵⁵ The Committee heard that this does encourage a focus on service quality for those institutions, however UC warned ‘we need to understand the consequences of continually encouraging more players in a very small market’.¹⁵⁶

- 5.9 The Committee also heard about UC’s role in the ACT region as an employer, a research institution and its contribution to ‘soft diplomacy’ through its international student cohort. Further, the Committee was advised of the benefits from work-integrated learning programs which ‘offers places to thousands of students in the ACT and regions, businesses, government agencies, schools, hospitals and institutions each year.’¹⁵⁷ UC highlighted that it values the partnerships and working relationships with ACT Government directorates, particularly in health and education.¹⁵⁸
- 5.10 The Committee was advised that UC is renewing the UC Affiliated Schools Program which facilitates internships for UC students at ACT Government high schools, including a number of scholarships.¹⁵⁹
- 5.11 In response to the Committee’s questioning, UC also noted it is preparing to put in place extension programs for senior secondary college students (year 11 and 12) with \$750,000 government funding allocated for this year. UC is currently working with the Education Directorate to determine appropriate courses to offer towards the end of 2020 and beyond, possibly commencing as pilot programs.¹⁶⁰

Recommendation 12

- 5.12 The Committee recommends that the ACT Government continue to support the expansion of the higher education sector and University of Canberra.**

Recommendation 13

- 5.13 The Committee recommends that the ACT Government explore further options to collaborate with the University of Canberra.**

¹⁵⁵ Ms Robinson, *Proof Transcript of Evidence*, 14 November 2019, pp. 27-28, 33.

¹⁵⁶ Ms Robinson, *Proof Transcript of Evidence*, 14 November 2019, p. 33.

¹⁵⁷ Ms Robinson, *Proof Transcript of Evidence*, 14 November 2019, p. 27.

¹⁵⁸ Ms Robinson, *Proof Transcript of Evidence*, 14 November 2019, p. 27.

¹⁵⁹ Ms Robinson, *Proof Transcript of Evidence*, 14 November 2019, pp. 33-34.

¹⁶⁰ Ms Robinson, *Proof Transcript of Evidence*, 14 November 2019, pp. 29-30. See also QTON EEYA 06.

6 CONCLUSION

- 6.1 This report presents a summary of the Committee's inquiry into the work of a number of agencies and directorates for the financial year 2018-2019, and calendar year 2018.
- 6.2 The Committee has made 13 recommendations in response to its scrutiny of Annual Reports.
- 6.3 The Committee thanks the relevant ACT Government Ministers and accompanying directorate and university officials who assisted the Committee during the course of its Inquiry by providing their time and expertise as witnesses to the Committee.

Mrs Elizabeth Kikkert MLA (on behalf of Mr Michael Pettersson MLA)

Acting Chair

March 2020

APPENDIX A – PUBLIC HEARINGS – WITNESSES

8 NOVEMBER 2019

Canberra Institute of Technology

- Mr Andrew Barr MLA, Chief Minister, Treasurer, Minister for Social Inclusion and Equality, Minister for Tertiary Education, Minister for Tourism and Special Events and Minister for Trade, Industry and Investment
- Mr Craig Sloan, Board Chair
- Ms Leanne Cover, Chief Executive Officer
- Ms Paula McKenry, Executive Director, Education and Training Services

ACT Building and Construction Industry Training Fund Authority

- Mr Glenn Carter, Chief Executive Officer

14 NOVEMBER 2019

University of Canberra

- Ms Belinda Robinson, Vice-President University Relations and Strategy
- Mrs Kirsty Dwyer, Chief Executive People and Diversity
- Mr Ian Cox, Director Government Relations
- Ms Megan Reeder-Hope, Associate Director, Media and Communications

Chief Minister, Treasury and Economic Development Directorate

- Ms Suzanne Orr MLA, Minister for Employment and Workplace Safety
- Mr Michael Young, Executive Group Manager, Workplace Safety and Industrial Relations, Economic Budget and Industrial Relations
- Mr David Nicol, Under Treasurer
- Mrs Tracy Savage, CEO & Registrar, Long Service Leave Authority – Portable Long Service Leave Schemes
- Mr Greg Jones, Work Safety Commissioner, Workplace Protection, Access Canberra

Education Directorate

- Ms Yvette Berry MLA, Minister for Education and Early Childhood Development
- Ms Meg Brighton, Director-General, Education Directorate
- Mr Robert Gotts, A/g Executive Group Manager, System Policy and Reform, Education Directorate
- Mr Ross Hawkins, Executive Group Manager, Service Design and Delivery, Education Directorate
- Mr Michael Bateman, Project Director Initial Teacher Education Teacher Quality Institute

- Mr David Matthews, Executive Group Manager, Business Services Division, Education Directorate
- Ms Sam Seton, Executive Branch Manager, Student Engagement, Education Directorate
- Mr Martin Watson, Executive Director Board of Senior Secondary Studies
- Ms Deb Efthymiades, Deputy Director-General, Education Directorate
- Mr Mark Huxley, Executive Group Manager, School Improvement, Education Directorate
- Ms Judith Hamilton, Director School Improvement, Education Directorate

APPENDIX B – QUESTIONS TAKEN ON NOTICE/ QUESTIONS ON NOTICE

Questions Taken on Notice – 8 November 2019

No.	Hearing date	Asked by	Directorate/ Portfolio	Subject	Answer date
EEYA01	8/11/19	Pettersson	CMTEDD/ Tertiary Ed	CIT Student Association fees	25/11/19
EEYA02	8/11/19	Parton	CMTEDD/ Tertiary Ed	CIT bullying and harassment claims	25/11/19
EEYA03	8/11/19	Parton	CMTEDD/ Tertiary Ed	CIT extended sick leave	25/11/19
EEYA04	8/11/19	Wall	CMTEDD/ Tertiary Ed	CIT worker's compensation claims	25/11/19
EEYA05	8/11/19	Wall	CMTEDD/ Tertiary Ed	CIT increase in water usage	25/11/19

Questions Taken on Notice – 14 November 2019

No.	Hearing date	Asked by	Directorate/ Portfolio	Subject	Answer date
EEYA06	14/11/19	Kikkert	University of Canberra	Next steps for UC Extension units	7/2/2020
EEYA07	14/11/19	Parton	University of Canberra	Number of patients at UC hospital	5/2/2020
EEYA08	14/11/19	Wall	Employment/ Workplace Safety	Impact of motor vehicle accident legislative change on workers compensation	2/12/19
EEYA09	14/11/19	Wall	Employment/ Workplace Safety	Community component of the Education Directorate Enforceable Undertaking	25/11/19

No.	Hearing date	Asked by	Directorate/ Portfolio	Subject	Answer date
EEYA10	14/11/19	Parton	Education	School chaplaincy funding for ACT Government	26/11/19
EEYA11	14/11/19	Lee	Education	Number of Positive Behaviour for Learning (PBL) trained teachers	26/11/19
EEYA12	14/11/19	Lee	Education	Current psychologist to student ratio	26/11/19
EEYA13	14/11/19	Lee	Education	Breakdown of language teachers	28/11/19
EEYA14	14/11/19	Lee	Education	Number of schools to have dropped a language course	26/11/19
EEYA15	14/11/19	Pettersson	Education	Result of new northside college scoping study	22/11/19
EEYA16	14/11/19	Lee	Education	Casual staff for over 12 months	26/11/19
EEYA17	14/11/19	Lee	Education	Education Directorate recruitment by level	10/03/20
EEYA18	14/11/19	Lee	Education	International research to improve quality teacher feedback	26/11/19

Questions on Notice – 15 November 2019

No.	Date received	Asked by	Directorate/ Portfolio	Subject	Answer date
EEYA19	15/11/19	Cody	University of Canberra	Consultants and outsourced management	5/2/2020
EEYA20	15/11/19	Cody	University of Canberra	Assistant Professor Scheme media and review	5/2/2020

No.	Date received	Asked by	Directorate/ Portfolio	Subject	Answer date
EEYA21	15/11/19	Cody	University of Canberra	Risk of increasingly competitive environment	5/2/2020
EEYA22	15/11/19	Cody	University of Canberra	Impact of senior executive turnover	5/2/2020
EEYA23	15/11/19	Cody	University of Canberra	Composition of international fee revenue	5/2/2020
EEYA24	15/11/19	Cody	University of Canberra	Staff survey results	5/2/2020
EEYA25	15/11/19	Cody	University of Canberra	Student satisfaction results	5/2/2020
EEYA26	15/11/19	Cody	University of Canberra	Workforce composition	5/2/2020
EEYA27	15/11/19	Cody	Education	Workforce composition	5/2/2020
EEYA28	15/11/19	Cody	Employment/ Workplace safety	WorkSafe ACT resourcing	5/2/2020

Questions on Notice – 20 November 2019

No.	Date received	Asked by	Directorate/ Portfolio	Subject	Answer date
EEYA29	20/11/19	Lee	Education	Continuum of Educational Support in high schools	5/12/19
EEYA30	20/11/19	Lee	Education	Membership of the ACT Early Childhood Education Advisory Council	5/12/19
EEYA31	20/11/19	Lee	Education	Universal early childhood education for three-year-olds	11/12/19
EEYA32	20/11/19	Lee	Education	International students in ACT schools	5/12/19

No.	Date received	Asked by	Directorate/ Portfolio	Subject	Answer date
EEYA33	20/11/19	Lee	Education	Appointment of a Parental Engagement Officer	5/12/19
EEYA34	20/11/19	Lee	Education	Off Campus Flexible Learning Program	11/12/19
EEYA35	20/11/19	Lee	Education	STEM teacher qualifications	11/12/19

APPENDIX C – EXHIBITS

ACT BSSS Indigenous Culture and Languages Course 2020-2024.¹⁶¹

¹⁶¹ Available at:
http://www.bsss.act.edu.au/_data/assets/word_doc/0007/454309/Indigenous_Culture_and_Languages_A-T-M_20-24.docx

2020

**THE LEGISLATIVE ASSEMBLY FOR THE
AUSTRALIAN CAPITAL TERRITORY**

**GOVERNMENT RESPONSE TO THE
STANDING COMMITTEE ON EDUCATION, EMPLOYMENT AND YOUTH AFFAIRS
REPORT NO 8**

REPORT ON ANNUAL AND FINANCIAL REPORTS 2018-2019

**Presented by
Mr Andrew Barr MLA
Chief Minister**

Introduction

On Thursday, 24 October 2019, the 2018-19 Annual and Financial reports of all ACT Government agencies were referred to the relevant Standing Committees of the Assembly for inquiry and reporting.

The following annual reports, or sections of annual reports, were referred to the Standing Committee on Education, Employment and Youth Affairs (the Committee):

- ACT Building and Construction Industry Training Fund Authority;
- ACT Long Service Leave Authority;
- Canberra Institute of Technology (2018);
- Chief Minister, Treasury and Economic Development Directorate;
- Education Directorate;
- University of Canberra; and
- Worksafe Commissioner.

Response to Committee Recommendations

Recommendation 1

The Committee recommends that the Government update the Assembly by the end of first term 2020 with the number of three-year-old students who were offered placements in an ACT government school in a preschool program and how many three-year-old students were enrolled.

Government Response – Agreed in principle.

The Education Directorate will include the number of children who were offered placements and the number of children who are enrolled in the three year old preschool program in the 2019-2020 Annual Report.

Recommendation 2

The Committee recommends that the Government report to the Assembly by the end of first term 2020 on the ACT schools that are accepting placements for three-year-olds in 2020 and 2021.

Government Response – Agreed in principle.

The three year old preschool program is initially being delivered by non-government early childhood education and care services rather than schools.

The Education Directorate will include the early childhood education and care services that are participating in the three year old preschool program in the 2019-2020 Annual Report.

Recommendation 3

The Committee recommends that the Education Directorate collect centrally and include in its Annual Report details of the flexible learning and alternative education options on offer to ACT students including the number of students; range of school years; and, number of teachers.

Government Response – Agreed.

Information about the students, range of school years and number of teachers engaged in flexible learning and alternative education options will be published in the Education Directorate's 2019-2020 Annual Report, noting that publishing will need to be in line with the *Information Privacy Act 2014*.

Recommendation 4

The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, what curriculum programme is being used in flexible learning classes.

Government Response – Agreed in principle.

The Flexible Education unit utilises the Australian Curriculum to co-construct personalised learning plans with young people based on their interests and passions. Project based learning is used as an effective student engagement pedagogical strategy.

Information about the curriculum program for flexible learning classes will be published in the Education Directorate's 2019-2020 Annual Report.

Recommendation 5

The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, on additional training and qualifications provided to or required by teachers engaged in flexible learning education settings in the ACT.

Government Response – Agreed in principle.

Teachers involved in the Flexible Education settings are qualified educators with experience working with students with complex and challenging needs. No additional qualifications are required; however, trauma informed background is valued, and all staff have experience in this field.

Further details will be published in the Education Directorate's 2019-2020 Annual Report.

Recommendation 6

The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on how many schools are now using the Positive Behaviour for Learning (PBL) module and how many teachers have received training in PBL.

Government Response – Agreed in principle.

The Positive Behaviour for Learning framework continues to be rolled out across school communities in the ACT.

The number of schools using Positive Behaviour for Learning will be published in the Education Directorate's 2019-2020 Annual Report.

Recommendation 7

The Committee recommends that the Education Directorate work to ensure that schools have access to youth workers, social workers and chaplains, as well as psychologists, if requested by students or staff.

Government Response – Agreed in principle.

ACT public school students have access to a broad range of support services to assist with their wellbeing, including youth workers, social workers, school psychologists, allied health professionals and wellbeing support workers (who have replaced religious chaplains).

Recommendation 8

The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on progress in adopting the recommendations outlined in the Committee Report into the Management and Minimisation of Bullying and Violence in ACT schools.

Government Response – Agreed in principle.

The Education Directorate will include the progress of the recommendations outlined in the Committee Report into the Management and Minimisation of Bullying and Violence in ACT schools in the 2019-2020 Annual Report.

Recommendation 9

The Committee recommends that the Education Directorate Annual Report should, in future, include some measure of learning gain for colleges.

Government Response – Noted.

The Education Directorate will carefully consider how measures of learning gain for colleges can be implemented and sustained. This is more complex to achieve in colleges where every student has a different combination of courses or units comprising their 'package' however colleges are keen to actively pursue something that is both meaningful and sustainable.

Recommendation 10

The Committee recommends that the Education Directorate continue to roll out the University of Canberra Affiliated Schools Program.

Government Response – Agreed in principle.

The Affiliated Schools Program continues to be implemented in partnership between the ACT Government and the University of Canberra (UC).

The Affiliated Schools Program is the first program of its kind nationally and reflects a significant investment by the ACT Government in the professional learning and capability of ACT public school teachers. There are currently 26 schools directly involved, including 10 full program schools.

Recommendation 11

The Committee recommends that the ACT Government continues to provide flexible and secure employment options for workers.

Government Response – Agreed in principle.

The Education Directorate has developed a 12-month work program to implement the *ACTPS Policy on Taskforce Conversion to Secure Forms of Employment* which provides the framework to conversion of long term temporary and casual employees to permanency.

Recommendation 12

The Committee recommends that the ACT Government continue to support the expansion of the higher education sector and University of Canberra.

Government Response – Agreed.

The ACT Government is committed to sustainably growing the Territory's tertiary education sector. This includes improving pathways for local and regional students to study desirable and

in-demand course offerings, improving attraction of interstate students to Canberra, and expanding offshore markets. These are all areas where UC has opportunities to grow, and which will be critical to its recovery following COVID-19. Prior to COVID-19, UC was already working with the ACT Government on expanding offshore markets, and we look forward to those efforts resuming. The ACT Government will support UC to make the most of these and other opportunities as they arise.

Recommendation 13

The Committee recommends that the ACT Government explore further options to collaborate with the University of Canberra.

Government Response – Agreed.

The ACT Government values its long-standing relationship with UC, and regularly explores opportunities for collaboration. UC is already a vital partner in training the Territory's allied health and education workforce, and it has been integral in the response to COVID-19 – this is in addition to our ongoing partnership through UC Public Hospital, the Sporting Commons and various business and innovation hubs. The ACT Government continues to explore further opportunities for collaboration with UC that will benefit the wider ACT region, meet the ACT Government's objectives for sustainably growing the tertiary education sector, and support the university's ongoing operations.



**LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL
TERRITORY**

**STANDING COMMITTEE ON EDUCATION, EMPLOYMENT
AND YOUTH AFFAIRS**

(Reference: [Annual and financial reports 2018-2019](#))

Members:

**MR M PETTERSSON (Chair)
MRS E KIKKERT (Deputy Chair)
MR M PARTON**

TRANSCRIPT OF EVIDENCE

CANBERRA

THURSDAY, 14 NOVEMBER 2019

**Secretary to the committee:
Mrs N Kosseck (Ph: 620 50435)**

By authority of the Legislative Assembly for the Australian Capital Territory

Submissions, answers to questions on notice and other documents, including requests for clarification of the transcript of evidence, relevant to this inquiry that have been authorised for publication by the committee may be obtained from the Legislative Assembly website.

APPEARANCES

ACT Long Service Leave Authority	35
Chief Minister, Treasury and Economic Development Directorate	35
Education Directorate	69
University of Canberra	26

Privilege statement

The Assembly has authorised the recording, broadcasting and re-broadcasting of these proceedings.

All witnesses making submissions or giving evidence to committees of the Legislative Assembly for the ACT are protected by parliamentary privilege.

“Parliamentary privilege” means the special rights and immunities which belong to the Assembly, its committees and its members. These rights and immunities enable committees to operate effectively, and enable those involved in committee processes to do so without obstruction, or fear of prosecution.

Witnesses must tell the truth: giving false or misleading evidence will be treated as a serious matter, and may be considered a contempt of the Assembly.

While the committee prefers to hear all evidence in public, it may take evidence in-camera if requested. Confidential evidence will be recorded and kept securely. It is within the power of the committee at a later date to publish or present all or part of that evidence to the Assembly; but any decision to publish or present in-camera evidence will not be taken without consulting with the person who gave the evidence.

Amended 20 May 2013

The committee met at 9.05 am.

Appearances:

University of Canberra

Robinson, Ms Belinda, Vice-President, University Relations and Strategy

Dwyer, Ms Kirsty, Chief Executive, People and Diversity

Cox, Mr Ian, Director, Government Relations

Reeder-Hope, Ms Megan, Associate Director, Media and Communications

THE CHAIR: Welcome to the first public hearing of the Standing Committee on Education, Employment and Youth Affairs inquiry into annual and financial reports 2018-19. Today the committee will examine the 2018 annual report of the University of Canberra, the Chief Minister, Treasury and Economic Development Directorate annual report 2018-19 looking at employment and workplace safety, followed by the ACT Education Directorate annual report after lunch.

I ask you to please read the privilege statement in front of you and confirm that you have understood its contents. Proceedings are being recorded by Hansard for transcription purposes and webstreamed and broadcast live. The first time you speak, would you acknowledge the privilege statement. Do you have an opening statement that you would like to make?

Ms Robinson: I do.

THE CHAIR: The privilege statement?

Ms Robinson: Yes, I do. The University of Canberra is Canberra's university. It is in, of and from Canberra. That should not come as any surprise to all of us here today. The University of Canberra Act, passed by the ACT Legislative Assembly in 1989, clearly requires us to pay special attention to the needs of the ACT and surrounding regions—and it is a role that we take very seriously—servicing the skills needs of people, institutions and businesses across Canberra and the capital region. But it is also about aligning our research effort to the issues that matter to our community, to the issues that matter to Canberrans and our industry and other organisations, and more broadly positioning the university and its staff and students to contribute to the life of the city and the surrounding region.

The University of Canberra is also a significant enterprise in its own right, in terms of its contribution to the Canberra economy. It supports over 2,000 direct jobs across academic, professional, casual and sessional staff and, of course, around 15,000 students, at our most recent count. Our financial footprint in the ACT economy is around \$300 million annually. We seek to create a porous campus which is as much for the community as it is for staff and students. Each day thousands of Canberrans move in and out of our Bruce campus, for one reason or another.

We currently have around 3,000 international students who contribute both to the economic life and to the cultural life of Canberra. Importantly, our international students all take a large part of Canberra back to their home communities and

continue to build our city's connection to the world. This is the soft diplomacy impact that international students have and the part that they play with the University of Canberra.

We currently have around 84,000 alumni. Our distinguished alumni awards, held just a few weeks ago, celebrated some extraordinary personal achievements from the careers that were kickstarted at the University of Canberra. This year the Vice-Chancellor's award went to the CEO of the Fred Hollows Foundation, Ian Wishart, and to the producer of the film *The Dressmaker*, Sue Maslin—I bet you did not know that—who received the award for the faculty of arts and design, proving our alumni shine well and truly on the international stage.

Our work-integrated learning program, WIL, is a unique feature of UC's teaching strategy and offers places to thousands of students in the ACT and regions, businesses, government agencies, schools, hospitals and institutions each year. For example, in 2018 the University of Canberra's faculty of health students undertook nearly 60,000 clinical placement days in Canberra, our region and around Australia. Of those, 20,000 were in ACT Health and Canberra Health Services. On any given day of the year, 50 to 60 University of Canberra health students are on placement. That means our future nurses, physiotherapists, midwives, medical imaging specialists and so many more are helping to strengthen our community every day.

Similarly, practically every schoolteacher in the ACT has some affiliation with the University of Canberra. We have awarded more than 17,000 education degrees, and there were 5,570 education placements totalling 83,932 days—I could say 84,000 days—undertaken by students, facilitated through 974 industry partners.

Our partnerships and working relationships with the ACT government directorates that support the effort, particularly health and education, are extremely important to us. Our partnerships and working relationships with the government directorates that support this effort, particularly health and education, are widespread, deep and comprehensive.

The University of Canberra is a young university and we are ambitious. In terms of international rankings, we are the fastest rising university in the world.

THE CHAIR: Good on you.

Ms Robinson: Thank you. That is according to the QS rankings 2019. We currently sit in the top one per cent of universities worldwide, in the top 10 in Australia and No 34 in the *Times* higher education young universities ranking. That is an amazing achievement for a university that will be 30 years old next year.

These are not small achievements for a university of our scale and geography in a fiercely competitive Australian higher education sector undergoing continuous change and commonwealth funding reform. The ACT higher education environment has its own unique challenges but exciting opportunities too. It is a highly competitive market—and we might come to that later—with more players per population than perhaps any other part of Australia. This intense competition pushes us to be the best we can. We embrace collaborative opportunities with other institutions, including the

Canberra Institute of Technology, to think about how we can work together to support our city and region in the best way possible.

The ACT and region community is one that greatly values higher education, as we all know. Our challenge as a university is to provide this value in a rapidly changing skills environment. There is ample evidence that we do. Our measures of student success are very strong—locally, nationally and internationally.

As the committee moves through the tabled report, I draw your attention to some of the specific outcomes for the university for 2018. We have strengthened our financial position in a challenging, competitive climate. We are continually improving our curriculum to deliver top graduate salaries and employment in the ACT.

We have made good progress on our Respect. Now. Always strategy. That is a strategy addressing sexual harassment and sexual assault on campus. We continue to work with partners in business and government to improve our campus, not just for our students but for the entire community of Canberra.

We invest in equality and diversity and have been a workplace gender equality agency employer of choice for gender equality for more than 11 years. We have a reconciliation plan endorsed by Reconciliation Australia. We are forging international and national partnerships and we have built a strong executive team to guide the way, with, of course, one very important member currently in the process of being recruited. That is the new vice-chancellor. I look forward to discussing these and any other issues that you would like to raise with me.

THE CHAIR: I will start off with questions and we will make our way down. I was wondering if I could get an update on the implementation of the Broderick report.

Ms Dwyer: This is also in relation to the Respect. Now. Always strategy and campaign that Universities Australia and all the universities around Australia committed to. The Broderick review, for us, was actually one of the implementation pieces following the national survey into sexual harassment and sexual assault in university campuses. Obviously, it was undertaken by Elizabeth Broderick and her team. We are coming towards the end of the first year of the implementation of that, and we have implemented about 75 per cent of the recommendations. We are making really good progress.

A part of that implementation was a new reporting system, being able to actually notify any incidents, whether they were harassment, right through to allegations of sexual assault in that system, by anybody. You do not have to be a student, just a human. We have implemented that this year. What we have seen is that the numbers have gone down. But then one is one too many.

A number of the actions related to recommendations in the report were around training and education. Our medical and health and counselling units have been facilitating a range of training programs educating our students and our staff with regard to both those particular types of issues, along with healthy relationships, prevention strategies, reporting, welfare and counselling for people who find themselves in those circumstances. We have had instances where we have had

students removed from the campus as a result of this type of behaviour.

We have made quite a lot of progress on that report. There is a survey going to be done next year and we also will have an audit done next year to independently track how we are going against that particular review and those findings and outcomes and implementation strategies.

THE CHAIR: You mentioned that 75 per cent of the recommendations have been implemented. What are some of the 25 per cent that are yet to be implemented?

Ms Dwyer: Some of the reporting out of the new system that we have put in—we want to build some of that capability—further education and awareness campaigns. Certainly we have got a module in place called consent matters, which is education around consent—actually improving the participation rate with regard to that sort of training. They are a few of the things that we are still looking to implement further in the university.

MRS KIKKERT: My question is in relation to issues that matter to Canberra. You mentioned that in your opening remarks. Are there any extension units provided by the University of Canberra to college students?

Ms Robinson: Extension programs?

MRS KIKKERT: The ANU has extension units that are provided to year 11 and year 12 students.

Ms Robinson: In the budget for this year, the government included \$750,000 for the University of Canberra to put in place extension programs. We have not had them before. We are in the process of working with the Education Directorate right now on what some of those programs might look like, with implementation for some of those courses—it is yet to be determined what they will be—in 2020 and then in 2021. This is something we have been really keen to pursue for quite some time. We are really pleased.

We do not see ourselves as a competitor to ANU. We have two great universities here. One way that we can complement each other is through the offerings that we provide to our college students. Through that lens, in looking at those programs, we are looking at what might be the best courses that complement what the ANU is doing but play to the particular strengths of UC. We have been looking in the allied health space, for example. We are working on those right now, and we hope to start rolling them out next year.

MRS KIKKERT: That is really exciting.

Ms Robinson: It is really exciting.

MRS KIKKERT: How many students will that cater for, with the \$750,000?

Ms Robinson: We have to work that out now. We also need to work out whether we are going to target particular schools in the first instance. I am a big fan of pilots; we

might pilot, through courses or colleges or both, through 2020 and then see how we might expand those for 2021.

MRS KIKKERT: When will schools find out next year when these courses will be available?

Ms Robinson: We are hoping to get closer to understanding what programs we will be offering for next year very soon, but it might be that we will not be able to offer them until the end of 2020. My colleague Ian has been more closely involved in that process. Would you like to add anything to that, Ian?

Mr Cox: A significant workshop was conducted in early October between the Education Directorate and our faculty staff. We had all of our major five faculties represented. There were about 40 people in the room. No idea was a silly idea. It was a process to try to develop something quite unique. We are approaching this with a very open mind about how we do it. We want to do something different.

The ANU extension program has been around for about 30 years, I believe. There is a lot of will from our side and the Education Directorate's side to do something unique, to provide some interesting new pathways and some new ways of doing an extension course program. The process from here is to continue this dialogue with the Education Directorate. It will also involve some focus groups with students. We are looking at the age group that will probably be coming through in 2021, when the first courses will be delivered.

MRS KIKKERT: Sorry; you have focus groups of students?

Mr Cox: Focus groups with students, potentially year 9 students at the moment. This will occur over the next three to six months, to feed into the process what their views and interests are and how they would like to work within this new extension course framework. That process will go on from now and through the first half of next year. There is a process to have these courses approved through the Board of Senior Secondary Studies, as well, for delivery of the first courses in early calendar year 2021.

MRS KIKKERT: Ideal for the year 9 students to be ready.

Mr Cox: That is right; getting their views.

MRS KIKKERT: By the time they are in year 11, they will be ready for it.

Mr Cox: Getting their views, getting their understanding, getting their ideas on what a career and university life looks like to them. It is looking at unique pathways to entry to university as well, and bringing that together. It is not just the academics and the teachers working at this; it is feeding in the views of students as well.

MRS KIKKERT: That is fantastic. Would it be helpful to have the year 11 students as part of that discussion group? Considering that they are currently doing the extension units through ANU, they might have some feedback on what they would like to see that is not happening at the moment.

Mr Cox: I am not close enough to the current process to know exactly if that will occur, but—

MRS KIKKERT: Just a little feedback; that is all.

Ms Robinson: Would you like us to take that on notice and provide you with more detail about where the process is up to, where it is going and what are the next steps?

MRS KIKKERT: Yes, that would be wonderful.

Ms Robinson: We can do that.

MR PARTON: Page 58 in the report covers the University of Canberra Hospital and health hub. How has the community engaged with this project?

Ms Robinson: It has been just wonderful. The hospital opened in the middle of last year. As you are aware, it is a teaching hospital as well as a treatment hospital. I do not have the figures with me on how many patients we are treating at the moment, but we can provide that to you. We had our first student enrolments soon after the opening of the hospital and we had our first overnight stays towards the end of last year. We were teaching, treating and having overnight stays in the hospital, all before the end of 2018. We do not have the figures with us at the moment, but we can provide you with the figures. It has been very successful and very popular and has been serving a very important need around recovery and rehabilitation for Canberra.

MR PARTON: How have the hospital and health hub impacted the students and the staff at the university? When I say “impacted”, I mean positive impacts and potential negative impacts.

Ms Robinson: I cannot think of any negative impacts; my colleagues might be able to help me out with negative impacts. In terms of positive impacts, there is state-of-the-art equipment for teachers, patients and students. The feedback we have been getting has been extremely positive from teachers, academics, staff, patients and students, because of the nature of the equipment and the nature of the facilities that they are working in—so good, in fact, that our dean of health, who started with us last year, has moved her office into the hospital; we have the executive dean working out of the hospital now.

We have this really close relationship between the hospital, the students who are learning in the hospital, the patients there and the university more broadly. That is what we are trying to achieve: a really integrated approach to allied health care provision within the community through the osmosis between the community and the hospital. And we have great parking, of course.

MR WALL: I am after some insight as to where the university might then see some further opportunity or, I guess, unmet potential of the hospital and further areas of collaboration beyond what exists at the moment.

Ms Robinson: The executive dean in particular, since she has arrived, has been

working very closely with the Health Directorate and talking to a number of Assembly members around what the emerging allied healthcare needs for Canberra are and what might be opportunities for us to partner, particularly with the directorate, in helping to address those needs. Some of those areas, which I am sure you are familiar with, are psychology, psychiatry, radiology—there are a number of them that keep emerging as unmet needs.

The challenge of course is that these programs are also the most expensive to run, and we have an issue with funding, as many of you would know. The government has frozen funding for universities. We have seen our student load plateau in recent years. But where there has been growth, the growth has tended to be in those expensive—high-cost, low-margin—programs. So while we are constantly looking at ways we might expand our allied healthcare offerings, we have to be realistic about the resources that that requires. Having said that, the conversations are ongoing.

But is also about examining how we can deliver these programs in different ways. So things like online are constantly on the radar. Are there different, more cost-effective delivery models that we can talk about and think about? Postgraduate shifting: are there opportunities for delivering some options through postgraduate programs, even through micro-credentials? We are starting to have conversations now, not just in allied health but right across the board, around delivering professional development through non-credentialled programs, for example. So we are looking at how we can move beyond traditional educational delivery models to meet the needs that we see, that are being raised with us and that the data is telling us are going to be required for healthcare delivery in the ACT and the surrounding regions for the long term.

MR WALL: Continuing with a slightly similar stream, there is obviously a greater need for local government in supporting Canberra's university. Where are the opportunities, again in the same vein, from the university's perspective, for either greater involvement or leadership by government to promote not just UC but also the ACT?

Ms Robinson: We have a really good relationship with the ACT government both at an institutional level and at a faculty level. Our faculties: we talked about Health and the close relationship we have, and we talked about Education. Our affiliated schools program is, I think, a great example of the collaboration and the partnership approach that we have with the ACT government.

The ACT government has also being very helpful in, for example, a lot of work that was put in in rezoning some of our real estate to enable us to make better use of and to get better returns on the real estate asset that we have there. That has been a great help to us.

The government also plays a role, and continues to play a strong role, around promoting Canberra for international students. They do that through study ACT, promoting Canberra and, in turn, working with us on ensuring that our messaging and our marketing is really clearly aligned so that we do not have confusion out there in the market between what we might be saying, what ANU might be saying and what the ACT might be saying. Working together on joint messaging for marketing purposes is really important.

And of course there are a number of programs that the ACT runs that we have benefited from and will look to continue to benefit from. The PIP program is one of those. I think we are putting some applications in for that grants-based program as we speak. There are a number of other programs that we look to benefit from. We also are looking to the ACT government for support for our 30th anniversary celebrations next year.

Having said all of that, it is a very tough financial environment for universities at the moment, particularly in the ACT. We have a population that is less than Tasmania's. Tasmania has one university. We have five universities operating in the ACT. We absolutely have to be really aware of what that means for the competitiveness of the university. In our case, that is the university to serve Canberra. We have to be careful. We need to understand the consequences of continually encouraging more players into a very small market, and what that means.

On the positive side, that does mean we have to be absolutely alert to, and be focused every single day on, how we can be the best institution that we can. But it does also mean that we need to have an ongoing conversation with government on how we can ensure that we have the resources we need to be able to deliver the world-class education our community expects and deserves.

THE CHAIR: One of the opportunities for collaboration is the UC affiliate high school program. How do you measure the success of a program like that?

Mr Cox: I think I would have to take that largely on notice. There is a process at the moment where the affiliated schools program is being renewed. I am not sure if it has been announced or released or a contract has been signed.

THE CHAIR: I think it is at 11 today.

Ms Reeder Hope: Yes, there will be an announcement today by Minister Yvette Berry at one of the schools.

THE CHAIR: So you will take on notice how you measure the success of a program like that?

Ms Robinson: We can talk about it in general terms—clearly around numbers. This will be a fantastic program. We will probably be restricted as to what we can say, given that it is going to be announced a bit later today. But in general terms the success can be measured in part around the numbers that participate in the program.

This is a fantastic and unique program that enables our students, particularly at the postgraduate level, not just to have internships with these schools, not just to have work placements, but actually to work within the schools and through the clinics that will be part of this program. That will give them real-life experience and real-life professional development at postgraduate level—because it will involve a number of scholarships as well—to be able to contribute to quality ITE and quality teaching education in the ACT, which they then of course can pass on to the students. It is one mechanism we see in particular that will distinguish the ACT from the rest of

Australia, really, because it is a unique program and, from our perspective, can help the ACT to be a real exemplar of best practice education and education training in Australia.

We were talking before about relationships with government. We would like to continue to build on that program—we are starting small and we will ramp up over time—for the ACT to be able to promote itself as an exemplar of the best possible ITE teaching and also the best possible high school teaching in the country. I do not see any reason why we cannot. We might have to take on notice whether there are specific KPIs on what success is going to look like, and also give you a little more information on how that is going to be ramped up over time.

THE CHAIR: That sounds wonderful. Thank you for coming in. I remind you about those questions on notice—if you could get those to us as soon as possible.

Appearances:

Orr, Ms Suzanne, Minister for Community Services and Facilities, Minister for Disability, Minister for Employment and Workplace Safety and Minister for Government Services and Procurement

Chief Minister, Treasury and Economic Development Directorate

Nicol, Mr David, Under Treasurer

Young, Mr Michael, Executive Group Manager, Workplace Safety and Industrial Relations, Economic, Budget and Industrial Relations

Jones, Mr Greg, Executive Branch Manager and Work Safety Commissioner, Workplace Protection, Access Canberra

ACT Long Service Leave Authority

Savage, Ms Tracy, CEO and Registrar

THE CHAIR: On behalf of the committee, I would like to thank you, minister and officials, for attending today. Could I ask you to read the privilege statement that is in front of you and confirm that you have understood its contents? The proceedings are being recorded by Hansard for transcription purposes and are being webstreamed. Do you have an opening statement?

Ms Orr: Let's go straight to questions; and I have read the privilege statement.

THE CHAIR: Thank you. I have some questions on the public sector workers compensation fund. What work has occurred in transitioning to this new scheme?

Mr Young: For the purposes of public sector workers compensation, I am also the commissioner for the public sector workers compensation fund, and I acknowledge the privilege statement. The ACT government became a self-insurer for the purposes of workers compensation on 1 March this year. We are fortunate that we are now able to see two full quarters worth of performance, and we are starting to get some good feedback in terms of how the changes that we designed to improve services have worked.

I will take the opportunity to talk a little bit about those, but I note your question was specifically about the transition, so I might go back in time. The process of becoming a self-insurer was quite a complex one. The preparation that went towards achieving that licence and putting in place the arrangements went for a period of 12 months or more. It was underpinned essentially by a co-design process. We worked very closely with workers and their representatives to design almost every aspect of the service that we would be putting in place. Fundamental to that process was the intent to make the injured worker the centre of that service.

A number of the measures that we put in place were designed to make the service more accessible and to speed up the process of returning an injured worker safely to work, or to keep them at work for the purposes of their recovery. A great deal of work went into designing, essentially, the business model that would be put in place by the claim management agency that we contracted to do the work that had previously been

done by the Comcare scheme.

That resulted in an open tender procurement process and the selection of EML as the case management service agency that we would engage with. That is a large organisation that does a great deal of work in personal injury management across Australia. They did not previously have a presence in the ACT, so part of the transition project involved them opening offices and hiring staff. I am pleased to say that the arrangements that we put in place involved them establishing an ACT-specific office and dedicated staff for the ACT portfolio; so there was quite a bit of work in preparing that service and infrastructure.

We also do quite a bit of work around legislation. As you are aware, we remain subject to the Comcare legislative model. Essentially, to deliver the services, they are being delivered according to commonwealth legislation and under a licence issued by the commonwealth Safety, Rehabilitation and Compensation Commission under commonwealth legislation. There was a whole process to apply for and achieve a licence, which involved multiple audits of our internal rehabilitation systems, EML's claims systems and our whole-of-government work health and safety framework. It was a great opportunity to have a close look at how well we were managing safety across government.

The process of achieving that licence also involved some significant legislative work. We had to legislate an entirely new act in the ACT, the Public Sector Workers Compensation Fund Act, which essentially sets up the financial management and prudential governance rules for the new scheme. It quarantines the funds that are used for the purposes of public sector workers compensation and puts in place rules and governance around how they can be used.

When we became a licensee, the commissioner had a process in place for new licensees that involves more intensive audit regimes. We have been subject to independent audit eight times in the last two years, looking at all aspects of the service. I am pleased to say that we have been found to be compliant with all of the licensing standards over six months.

Moving forward slightly, I am pleased to say that we have managed, as a result of the new arrangements that we have put in place, to reduce the average time that it takes to make a decision by three days and by more than 12 days for complex cases. That was a key design principle that we used because there is strong evidence that shows that the sooner the injury management process begins, the better the outcome for the injured worker, and that translates to reduced premium and productivity costs, and better health and social outcomes for injured workers.

In addition to reducing the amount of time that it takes to make a determination, we have also introduced what we call immediate medical and rehabilitation coverage. That means, as a result of becoming a self-insurer, we have some more discretion about how we apply the services. We have put in place an arrangement where, as soon as a claim is properly made, an injured worker is able to access unrestricted, reasonable and necessary medical services, and the whole rehabilitation process begins immediately.

That is an important change for the same reason that I described before. It allows for early services. It also makes the process a less adversarial one. We find it has been helpful in maintaining positive relationships between injured workers in the workplace, which is another clear design element that came out of that co-design process with workers, leading up to the scheme.

Although we are six months in, the recent quarterly report that I saw showed that, performance-wise, all of the contract performance indicators are being met within acceptable parameters. It does appear that return to work performance is improving. While it is early days, workers compensation is one of those schemes that has a long time lag and, with a number of the key metrics that we are monitoring, it will be two or three years before we know whether we have achieved all of the things that we wanted to achieve. Based on the information that we can see at the moment, it is working well.

One of the changes that we introduced was that, for the first time, the claim manager conducts a survey of injured workers. The scale of possible results coming out of those surveys is essentially in a 200-point range. The baseline measure was a negative 30 and we have moved to a positive 20. That is a significant improvement in how workers that are accessing the system are perceiving those services—a positive move.

That is not just supported by the types of things that I have described; we have also introduced online digital service delivery. Workers are now able to engage with the system using mobile devices much more easily than they were historically. That is across the full life cycle of injury from notification to employer, the making of a claim and the processing of claims, payments, and accessing information from their case managers.

My apologies; that was a very broad answer. In the main, it was a complex process, but it has come together very well. The reports that are before you today include the first set of audited financial statements for the fund. We were able to put together the necessary infrastructure to have those published and to have passed all of the independent audits within a four-month period, which I think is a good achievement. It also reflects the effectiveness of the policy that we have put in place, where we are utilising existing infrastructure. For the purposes of fund management, for example, we are using treasury officials with expertise in investment management. Because they are doing that work elsewhere in government, we were able to draw on their goodwill, time and effort to help us put in place the arrangements that we have used here. That has been effective because we have been able to come very quickly to a compliant result.

THE CHAIR: I would say that I had a supplementary, but I think you answered everything that I could possibly ask.

MR WALL: Mr Young, how many claims have been made under the ACT workers comp policy since we became a self-insurer, since March?

Mr Young: I have that number with me. If you will just bear with me, I will look it up. On average we receive between 500 and 600 claims a year and I think that is essentially where we are heading. But I will give you the exact figure in a moment.

Perhaps I could come back to that.

MR WALL: Yes.

Mr Young: I note the question and will have it for you before the end of the hearing.

Ms Orr: It was the total number of claims?

MR WALL: Yes, and then there were some further follow-ons. How many claims have been settled or completed or closed off? How many remain pending? I have some further questions which you might be able to help with. Given it is still only early days and you have only got two completed quarters of modelling, how do you feel the efficiencies of being a self-insurer weigh up versus continuing with the Comcare model? What work is being done to measure or monitor that on an ongoing basis?

Ms Orr: Certainly.

Mr Young: Perhaps I could approach those questions in reverse order, then? I think one of the real advantages of what we have done is the ability to develop a bespoke agreement with the claims administrator, based on those principles that we decide, whereas under the Comcare scheme we were essentially just dealing with the performance metrics and KPIs that were decided by the commonwealth for a much broader scheme. In addition to being able to have greater influence over the resources that are being pointed at service delivery—and they were certainly increased as a result of what we did—the agreement that we have put in place has allowed us to focus the attention of the claims agent on achieving the outcomes that we seek to achieve.

A number of the key changes that were made were that we reduced the benchmark for making a determination on new claims. We have put expectations in place around the number of claims that go to reconsideration as a proxy measure for an injured worker's satisfaction with the decision-making process and additional requirements around the speed at which those decisions are made. Likewise, as I mentioned before, the staff satisfaction survey is something that we added. There is the broad question around efficiencies. Certainly by doing what we have done we have had the flexibility to target key areas of improvement that we were seeking to achieve and in that sense it has been a much better product.

Mr Nicol: Could I just add: the anecdotal information we are getting from the workers is that they are much happier with the speed of the turnaround. I am getting positive feedback rather than complaints saying, "Why is it taking so long to address my claim?" Early indications are good that the speed of the service is improving, and that is important because, if we can get to injured workers sooner, we are much more likely to get them back to work sooner and they do not become an endemic, long-term case. The ultimate assessment, in my view, will be whether the cost of the scheme comes down over time. That will take time. We will not be able to see that for a number of—

MR WALL: How have you transitioned from the Comcare scheme to the new

scheme? Have you set aside similar premiums to what directorates were paying previously or has a new rate been calculated? What work was done there?

Mr Young: We calculate a rate based on independent actuarial advice on an annual basis.

Mr Nicol: That would be based largely on experience and, as we have no experience under the new scheme yet, that will feed through in time.

MR WALL: Obviously you have got a long history of what your liability is likely to be over a long term and that is what we are looking at.

Mr Nicol: That is right, yes.

MR WALL: How do those numbers of funds essentially leaving the directorates compare to what Comcare was charging?

Ms Orr: I think you indicated when you started this line of questioning that you know it is early days. It is going to be very hard to give you concrete, tangible outcomes.

MR WALL: How do the premiums that are being paid currently compare to what was being levied by Comcare previously?

Mr Young: Based on the first assessment which, as you point out, is informed by a strong and continuous history under the Comcare scheme since the 1980s, notwithstanding the premature self-insurance arrangement, I think our actuary can form a good view on the likely costs. They have done that for the first year of operation.

That resulted in, I believe, a seven per cent reduction in the amount that we had been charged by Comcare in the previous year. In dollar terms, it changed from about, I think, \$65 million in the final year that we were in Comcare to around \$55 million or \$56 million for the first year of performance with the new scheme. That reduction, I think, comes off the back of a number of changes that were made in terms of the expected costs of administering the scheme but also expected financial returns.

I think one of the benefits that we have had as a result of the change is being able to manage the funds associated with those liabilities. We receive investment returns from them and returns from that investment are able to reduce the premium charges. Previously a number of those funds were going to Comcare and were being put into consolidated revenue and we would receive a notional return based on the commonwealth's consolidated revenue return. Under the new arrangements we are able to set up and deliver an insurance strategy which is matched to the liabilities so that we can do risk and return assessments based on the expected run-off of the claims.

MR WALL: Essentially you are funding a much smaller pool than what you were contributing to previously. The cost base is reflective of the claims that we experience, as opposed to not just ours but the commonwealth's claims?

Mr Young: Indeed. I think under the previous arrangements we were monitoring our

liability pool and premium pool as a separate component.

Mr Nicol: And Comcare did charge us based on our risk profile.

MR WALL: They quarantined the ACT as a policy—

Mr Nicol: Yes. They charged a premium based on—

Ms Orr: Yes. It was not the whole.

Mr Young: That is right. Historically we would receive a single premium for the entire ACT government and then we would do a separate process where we would apportion those costs to individual business units, based on their performance. That is a price signal to encourage good performance and we are carrying that forward under the new arrangements. Essentially we will work with our actuary to get a total price for the expected cost of claims in the year going forward and then we will apportion that to directorates based on their relative performance.

Coming back to your specific question, the amount that a directorate pays in any year in a sense is based on their performance over the previous four or five years and they tend to fluctuate relative to each other.

Mr Nicol: Can I also add that premiums obviously are also influenced by the accident rates and injury rates. They are not influenced so much by the scheme that we are in to deal with workers compensation after the accident; they are influenced by what we do as a service to make a safe workplace, which, I must say, we have invested significant resources in, both in terms of financial resources and effort of senior executives to make it a safer workplace. I think we have seen, even under Comcare, our premiums come down because of that investment.

MR PARTON: But also it would be influenced by chance, really?

Mr Nicol: Yes, but I think if you design a safe framework you—

MR PARTON: Obviously you have got to do what you have got to do.

Mr Nicol: You can make your own luck a little, I think.

MR WALL: Just on this stream—I guess it is relevant both for the self-insurance component and workers compensation claims more broadly across the ACT—has any modelling or research been done to determine the impact of changing CTP insurance laws in relation to journey claims under workers comp?

Mr Young: Is this a question about the private sector workers comp?

MR WALL: It relates to the ACT as a self-insurer and so to workers comp claims broadly through the non-government sector as to what the impact is likely to be if there is any modelling work or assumptions that have been made, given the changes that have been made to CTP insurance and the loss of common-law options as to the increase or the flow-on effect to workers comp claims should an accident occur to or

from work—what is traditionally deemed a journey claim.

Mr Young: Understood. The Comcare scheme does not cover workers for injuries sustained travelling to or from work, so in that sense the changes to the CTP scheme—

MR WALL: But the ACT scheme does.

Mr Young: The private sector scheme does. For the purposes of the Comcare scheme, we do not expect there to be a significant impact. That is based off an analysis where we have looked at the proportion of claims that involve motor vehicles relative to the total public sector injury report. We do not expect any material impact on the ACT public sector workers compensation fund as a result of those changes.

I note that the changes to the motor accident scheme allow people to elect—where there is dual coverage between workers comp and motor—which scheme they would prefer to go into. In the small number of cases where a public servant is injured on the road and there may be dual liability, legislative mechanisms are in place to allow a single relevant scheme to be chosen and services to be provided, so it limits any potential duplication that might come from that cross-claim situation that I think you are envisaging.

MR WALL: Yes, but you have significantly different rights under one scheme compared to under the other. One is essentially a continuation of the old common-law claim process that worked in the motor vehicle accident CTP space, which is continuing to be offered under workers comp policy but not under the motor vehicle accident legislation. Has there been an assumption made as to what the impact on that might be—I am guessing that this is much more private sector now—to the policy pool and the premium? What impact might that have on the premium pool in an ACT context? Obviously, that cost gets passed on to local business.

Mr Young: Setting aside the public sector for a moment and thinking in terms of private, there is journey coverage. A situation will arise, and has historically, where a person is injured in a motor vehicle travelling to or from work. They have essentially always had the option of which scheme to pursue compensation under, and there were recovery arrangements in place to deal with that. Although the benefit regime or the types of services that are available under the new motor scheme are now somewhat different, that arrangement—with dual coverage, selection of preferred scheme based on injured workers' circumstances and advice—remains available. So in a sense that is not a huge change.

I expect that there potentially are going to be some behavioural changes in that worker decision-making process around which scheme to pursue, but the mechanisms to do that and for people to receive the relevant advice have been in place for some time, and I expect they will continue.

MR WALL: Yes, but the question was about modelling or research to try to understand the impact of the legislative change on workers comp. Was anything done to ascertain what that difference might be?

Mr Nicol: Can I take that on notice? I think that work would have been done in our MAI reform team, which is not in this area.

MR WALL: That is okay.

Mr Nicol: I know we did; I just cannot recall it.

MR WALL: It is the problem with these hearings sometimes; you are not quite sure whether it belongs on one side of the fence or the other.

Mr Nicol: There is a genuine link, but the government assessed that from the point of view of the CTP reform changes. I will dig into what that team did and what information and assessment we did in those cases.

MR WALL: I would appreciate that.

MRS KIKKERT: My question is on the Long Service Leave Authority. In light of the recent court ruling in favour of Mental Health Australia about wrongful payments and poor decision-making and advice on the part of the LSL Authority, what has been done to ensure that this kind of situation does not happen again?

Ms Savage: We have looked at the court decision that was handed down, and looked at the implications and what the court raised in terms of procedural fairness. We are undertaking a review of our compliance function. That will also include a review of any of those processes where a decision is made or can be made. We want to look at those to make sure that the process we have sitting behind that decision-making process provides procedural fairness to any entities involved.

From the decision the court handed down, it was very clear that it is not necessarily an action that may be taken, but it is a risk that may be created for an organisation in a decision-making process. That is one of the more subtle aspects of the court decision that we will be looking at very closely as part of the review.

MR WALL: This has been an ongoing issue, and I have raised this in previous estimates and annual report hearings. What is the current state at the moment? Mental Health Australia are not part of the long service leave scheme; is that correct?

Ms Savage: That is correct, yes.

MR WALL: Have the premiums that they had paid into the scheme when they were forced to been returned to them?

Ms Savage: Yes.

MR WALL: How many other organisations are in the same situation as Mental Health Australia were?

Ms Savage: We are currently looking at our community sector registrations. Part of that was going back and reviewing the categorisation of those entities in our system. In the community sector scheme, there are a number of subsectors. Our particular

record-keeping system maintains a primary identifier for a particular entity. In the community sector, there may be multiple service offerings from one organisation. We went back and had a look at all of our registrations. We have done a bit of a cleanse of some of them. We are now in the process of looking at each of those organisations that we may have labelled as advocacy to make sure that they meet the interpretation handed down by the court. That is an ongoing process. We have not come across any entities that necessarily mirror the sorts of operations or experience of Mental Health, but we are continuing to look at that side of things.

MR WALL: How could the case with Mental Health Australia have been handled better? They were provided with advice by the authority, then they were provided with contrary advice by the authority and then contrary, counter-advice again. There seemed to be an unwillingness to admit that there had been mistakes or ambiguity in the authority's interpretation of the act compared to that of Mental Health Australia. It deteriorated to the point where a court challenge was the only option. From the authority's perspective, how could this be done better in the future?

Ms Savage: It is a very fair question, given the circumstances. In hindsight—

MR WALL: It is 20/20 vision, but if you do not learn from it, the same mistakes are made again.

Ms Savage: That is exactly right. From our perspective, I think there was an initial level of misunderstanding about what Mental Health actually did as an entity.

MR WALL: A peak body seems to be the best way of describing it.

Ms Savage: Exactly, yes, and where that may have fitted under the legislation. Advocacy, on the face of it, looks like a fairly straightforward term, but as we found out, it is far more nuanced than what we may have originally thought.

I do not want to go too far into the details of the circumstances of that entity, but there was a thought that perhaps their services had changed over time. A decision was made. It was looked at again in terms of the worker—from a worker perspective, what workers were employed by that organisation and what was the history of the workers: had they been in the scheme previously and would we expect that they might move into the scheme later on through a different employer? Another decision was made.

In hindsight, it is about the lesson learned for us being to really understand the context and unique characteristics and treat it as a single entity, a single case, to understand the case, and then to confirm an opinion before a decision is made. For us, I think that was potentially happening a bit on the fly.

Going back to the procedural fairness question, we did not at that point understand that we may have breached procedural fairness, because we had not ourselves pursued any sort of outcome through any sort of court mechanism. It was more a conversation that we assumed we were having with that organisation. Unfortunately, the fact that a decision had been made exposed that entity to the risk of something else happening, and that was where the procedural fairness issue arose.

MR WALL: Minister, does the government accept the court's ruling on this case or does the government continue to hold a view that peak bodies such as Mental Health Australia should be part of the portable long service leave scheme in the ACT?

Ms Orr: All of the advice that has been provided to me so far is that we are looking at the outcomes of the decision, because it is quite a big decision, as I am sure you can appreciate. We are looking at how that applies across the scheme, which is what Ms Savage has just been talking about.

MR WALL: Would you foreshadow legislative change to broaden the scheme to include organisations like that or are you happy with them operating externally to it, given that they are not a service provider in the traditional context?

Ms Orr: I think the question you are getting at is whether the scheme could ever be broadened.

MR WALL: Not ever be broadened, but is a reactionary legislative change likely to come along, in order to clarify matters?

Ms Orr: I cannot give you a definite position on that right now. We are still working through the outcomes of the decision.

MR WALL: When do you anticipate that you will have completed that review of the outcomes?

Ms Orr: We are not going to rush it. We are not going to put an artificial date on it and say, "We're going to have it done by this stage." If there is a lesson to be learned here, it is to make sure you do your due diligence and take your time to go through things. That is what we will continue to do. As soon as we can give you an update, Mr Wall, I will note that you have a keen interest in this and we will let you know.

MRS KIKKERT: How much was the legal cost?

Ms Savage: There was a contingent liability in our annual report of \$60,000.

Mr Young: Going to your previous question to Ms Savage, the issue at the heart of those difficulties is an ambiguity in the legislation and the way that the legislation defines that particular class of sector employer. The original drafters deliberately included quite subjective terms, with a view to casting the net of coverage as widely as possible.

The decision arising from that case has allowed for some clarity to be added to that particular aspect of the scheme coverage. Notwithstanding the commitment to consider this going forward, the authority is honouring that precedent. Legislation has been introduced, and there is nothing in there that would adjust that particular aspect of the definition. As of right now, there is clarity for employers and it is based on the decision arising from that case.

MR WALL: The question to the minister was: does that ruling fit with the executive's view of what should and should not be part of the scheme? But we will

wait and see.

Ms Orr: I answered the question.

MR PARTON: In relation to the implementation of the new requirement for more training and union consultation on construction projects over \$5 million—we are talking about the Work Health and Safety Bill of last year—has there been a review of the financial impacts that the requirements of that legislation have had on construction businesses?

Mr Young: No, there has not been a review. I note that those arrangements have not been in place for as long as I would normally like before I would consider conducting a review of that nature. That being said, the national template laws have been subject to review. That is the Marie Boland review, conducted by Safe Work Australia. The results of that review have been published. A number of recommendations were made which went to very similar issues in terms of improving the consultative infrastructure on projects—essentially, the same reforms that were made in the ACT. That has now gone to the regulatory impact assessment stage, so I am expecting a decision to be issued by the commonwealth in the near future.

There is a good chance that that analysis will go to the question that you have asked, for the reason that, essentially, consideration is being given to putting similar obligations in place in the national laws. That will potentially inform that question; then, based on that, we can give further consideration to whether anything more local is required in assessing that impact.

MR PARTON: I would like to get the view of the minister on whether or not the government is considering a review.

Ms Orr: A review of those particular provisions?

MR PARTON: A review of the financial impact of this legislation on construction businesses.

Ms Orr: As Mr Young pointed to in his previous answer, we need to give this time to get going before we can see what is in there. Obviously, with all legislation, we do take in reviews. We take feedback from stakeholders. We have the new council coming up—

MR PARTON: All right; talk to me about that feedback.

Ms Orr: and they can provide feedback through the new council that will be in place. That has equal employer and employee representatives on it, so I am sure there will be some frank and fearless advice fed back through that loop. As we see these new laws play out, we will be able to get the information. It is not like it is done and it is never going to change. We will continue to be responsive within this area.

MR PARTON: Minister, you spoke of feedback, which I am assuming is feedback from businesses or industry since the commencement of that legislation. Is anyone able to give me any overview or any information regarding that feedback? What was

the feedback?

Mr Young: I am a member of the Work Safety Council, which is the tripartite ministerial advisory body on WHS matters. It includes representatives of construction unions and construction employer peak bodies. There have not been any material issues raised at meetings of that body since the legislation commenced. It has probably met twice since that time. That is not to say that there will not be. But in terms of issues raised to date, no, there has not been any particular feedback on those provisions.

MR PARTON: Have there been any breaches of the legislation? If there have, what was the nature of those breaches?

Ms Orr: We might need to bring the Work Safety Commissioner to the table to answer those questions.

Mr Jones: In answer to your question, WorkSafe ACT, as regulator in this area, deals with both employers, companies, and the unions on this. We have been required to step in, provide advice and assist both unions and employers in meeting the requirements of this quite new legislation.

In terms of breaches, while there have been some concerns raised by both parties about each other, WorkSafe steps in at a very early stage of those negotiations, and on every occasion we have been able, by providing information and guidance, to mediate an acceptable solution to all of those. As a result we have not taken any regulatory action, as we have been able to mediate each situation as it arose.

MR PARTON: On average, could we hear how many unions are consulted at any one time for a major project under the legislation, given that there could be quite a number of eligible unions on site? How do we play that? How does that work?

Mr Jones: It usually works as part of the broader consultation from employers. Some of the smaller unions may have very small numbers of workers on site or they are actually not sure, depending on the stage of the project—and all of this occurs prior to the commencement of a project; as you would be well aware, the type and number of workers change as a project develops through the various stages to completion.

It is usually a couple of major unions—CFMEU, ETU, for example, perhaps the Workers Union—that are involved in those early stages. Most of the negotiations occur with the bigger unions, with the smaller unions being part of those as they come to be involved with those sites. As you can imagine, there are a number of unions which are not involved at the beginning of a site but tend to come along, as I said, as a site develops through its process.

MR WALL: The requirement is that, prior to the commencement of a project, though, every eligible union must be engaged. It might be the case that the legislation requires a firm to engage with unions who may not even represent a worker on that site but may be eligible to. In actual terms, Mr Jones, how many different entities would a builder be required to engage with? I am happy to use the building next door as an example of a multistorey office block. What would be the number of organisations

that would be engaged with on that project?

Mr Jones: Obviously, that will vary. It can be as small as two or three, or it can be half a dozen or a dozen. There is quite an extensive list of eligible organisations. I cannot recall off the top of my head exactly how many are on that list, but the list that may need to be involved is quite extensive. Usually, a company has a pretty good idea about what trades and what union representatives have an offer of negotiation prior to a project commencing. It is then a choice as to whether that interaction occurs or not, depending on the level of interest involved and, presumably, the builder at the time.

Mr Young: Those provisions, considered in the broader context of existing obligations that have always applied, would mean that most large employers on large projects of the type contemplated here would already know which unions have workers present in their workplace. I do note that, at the same time the legislation was being done, there was guidance issued in terms of what an employer would need to do to satisfy those consultation obligations—for instance, writing a letter to the relevant areas.

Notwithstanding Greg's point that the number of organisations that may need to be contacted varies, an employer would have a good idea from the outset who they would be dealing with. There are mechanisms in place around what the expectations are on them to consult, so there is clarity around what they need to do.

MR WALL: What is the compliance regime for WorkSafe in enforcing this policy?

Mr Jones: Do you mean our approach to this?

MR WALL: Yes.

Mr Jones: At the moment, particularly given the relatively new nature of the legislation, it is very much advisory, engaging with everyone. As I said in response to Mr Parton's question, we have managed very successfully to mediate every potential dispute or identified dispute in terms of that negotiation. At the moment it is about informing both parties of what the legislative obligations are, giving advice and, as necessary, providing assistance to have those negotiations conducted in accordance with the legislation to get that outcome.

MR WALL: What has been the feedback from both sides of this equation—both the commercial and the industrial stakeholders?

Mr Jones: Generally, it is positive, in terms of our involvement. We often outline, where there is any resistance, the benefits of consulting with workers about safety matters and assisting with the process in order to have it worked through. I think that getting it resolved in a relatively efficient and quick manner is to everyone's satisfaction. The feedback that I get, and anecdotally what I see from attending some of these meetings, is that everyone is quite happy with what is there and with the assistance that WorkSafe provides with advice, interpretation and what the best way forward would be in terms of getting agreement so that people can get on with the activity that they are scheduled to do.

MR WALL: Could you provide the committee with an update on what work is being done or what the next steps are, more specifically, in response to the review into labour hire?

Ms Orr: We can. Mr Young, would you like to answer?

Mr Young: I apologise, I was in the process of researching your earlier question.

Ms Orr: We are trying to get you an answer before the day is out. We might have to take it on notice.

MR WALL: Take it on notice and bring it back later.

Ms Orr: Absolutely. We already have some figures for you.

Mr Young: Before I ask you to repeat your question, I will provide the information that I took on notice earlier on workers compensation claims. There have been, in the period from March to October this year, 376 new claims, and 575 claims have been closed. To clarify one of those other points that I made, the average time to make a decision on a claim has reduced by 3.3 days overall, but it is 12.75 days on complex claims.

Ms Orr: Does that answer the questions you asked us to take on notice, Mr Wall?

MR WALL: Yes. I might put a few further ones on notice, just to save ambiguity.

Ms Orr: The question now is on labour hire and what is the position on labour hire?

MR WALL: Yes. Following the—

Ms Orr: The announcements to make a labour hire scheme?

MR WALL: Was it a discussion paper?

Ms Orr: Yes, there is a discussion paper that has come out.

MR WALL: The last major piece of work that has been seen publicly. What are the next steps from there?

Mr Young: The consultation process that was supported by that discussion paper has closed. There have also been a number of discussions that we have been having with officials in other jurisdictions, particularly jurisdictions that have already implemented labour hire licensing schemes, and we have been working also with some major users of labour hire services and the regulator to talk about the labour hire issues that are currently arising, particularly in the workplace safety area. We are taking the information arising from those submissions and that feedback in order to flesh out the design of a scheme for the ACT. The status is: essentially public consultation has closed and now we are in the process of making recommendations to government around the detailed design scheme.

Ms Orr: And obviously any detailed design would have to go to cabinet.

MR WALL: What was the feedback through the discussion paper consultation relating to the inclusion of group training?

Mr Young: It was mixed. A number of stakeholders argued for the inclusion of GTOs, but there were strong arguments put to the contrary which highlighted that GTOs are already subject to a higher degree of oversight and regulation via the apprentice training obligations. That is one of the key design issues that we will need to make recommendations to government on.

MR WALL: What were the arguments for their inclusion?

Mr Young: They are essentially providing a labour hire service. The workers that are being provided are often young workers and, therefore, are vulnerable to injury and that—

MR WALL: But is that not being superseded by the already high standard that they are required to adhere to under the commonwealth framework?

Ms Orr: I think you might be running us through the for and against arguments that we have heard through—

MR WALL: The purpose of these hearings is to understand the direction that the directorate—

Ms Orr: Is the question you are trying to get to: will group training organisers be included in labour hire?

MR WALL: There is certainly some concern and uncertainty in the industry about whether or not group training will be included. Certainly some feedback that I have been—

THE CHAIR: Sorry, could I jump in and suggest that this is a hearing about annual reports and whilst I know there is—

MR WALL: I can refer to page 91 of the annual report.

THE CHAIR: Yes, but what I am getting at here is: whilst I get that this is a place that often ventures into slightly wider topics, if we can stop trying to speculate on future policy—

Ms Orr: Chair, I am taking your lead. I think I can give Mr Wall an answer that he perhaps will not be overly satisfied with today, but it is the best I can provide. We have obviously had all the feedback through this process. We have heard arguments for and against group training organisers being included. It is certainly something we are very cognisant of, going forward, in what we are shaping up. But I cannot pre-empt a decision of cabinet. That would be the next stage in the finer details. Again, we will note that you have got a keen interest in this and when we can provide you with

an answer we will.

MR WALL: I look forward to that being different to how it has been provided previously.

THE CHAIR: I was wondering if someone could provide some information as to how you have achieved a 13 per cent reduction in the rate of serious workplace injuries in the ACT public sector?

Ms Orr: I think we can point to Mr Young again.

Mr Young: Certainly. That was a very pleasing result just described in the annual report and is ahead of the target that was set. The effect of that is that we are well on track to achieve, for the public service, the target that is set in the national workplace health and safety strategy. In terms of how that was achieved, I think, as Mr Nicol indicated earlier, there has been a very significant investment by government in making improvements to its whole-of-government safety framework. That has been an ongoing initiative over a period. However, more recently and during the period described, as a result of the workers compensation self-insurance transition we became subject to a much more rigorous commonwealth-based audit tool and standards for whole-of-government safety frameworks.

We have now conducted audits of a whole range of government business areas against that new standard, and that has identified some additional opportunities for improvement. We have been working very closely with directorates to make changes and put further improvements in place. I think that is contributing to ongoing reductions in the number of injuries that are occurring.

If that continues there will be very significant benefits for the territory in not just reduced insurance premiums but increased productivity costs and improved health and wellbeing outcomes for injured workers. It is a lamentable fact that the average cost of an injury, once it does occur, is more than \$100,000 just in workers compensation premiums alone. There is evidence that suggests that the wider costs are more than triple that, and the majority of those are borne by the injured worker.

The territory is strongly committed to driving further improvements in its WHS performance for those reasons. They are very satisfying results but still, seeing there are upwards of 500 injuries a year, there is more work to do. But it is certainly a positive step.

Mr Nicol: I could also add that the public service is putting in place an occupational violence strategy to deal with violence in the workplace, whether it is between employees or with members of the public. We are also putting in place mental health strategies and boosting that piece of work. In CMTEDD we have elevated the focus on safety significantly and will continue to do so.

We have an online tool now for managers to go through. For example, we get every manager to go through what is essentially an online question and answer tool, and they have to pass. This gives information to managers about the importance of health and health and safety in the workplace as well as how to manage the workforce, what

tools are there to assist them to do this, how to identify risks, how to eliminate risks et cetera. The number of resources and effort going into this is very significant.

Mr Young: I think a key change arising from the process that Mr Nicol described is that, as a result of those audits, we identified that a great deal of good work was being done but in individual directorates. We have moved to a more deliberate whole-of-government approach, driven by the strategies described there. That has allowed us to identify good work being done elsewhere and to scale it up, share it and then apply it more broadly across the service.

THE CHAIR: I am just trying to understand the detail a little bit more. You have explained a bunch of initiatives. Some are preventative, whereas some are considered an early intervention. At what point is the serious injury measured? Is it at the time when someone is injured, or when they are assessed? Or is it whilst they are in the pipeline, receiving treatment?

Mr Nicol: Part of the instructions to managers is that workplace incidents must be recorded as soon as possible: certainly on the day, or within the hour if possible. If it is longer than two days, a lot of questions will be asked of the workplace as to why it has taken that long. Obviously, the scale of an injury will appear over time, particularly in the case of a mental health injury. That initial recording of the incident could be as minor as a trip which has no negative effects, up to the most serious incident you can imagine. Then over time we refine the information; as we get more information and the worker is assessed, assistance is provided to the worker et cetera.

Mr Young: “Serious injury” is a term that is used in the annual reporting. It is based on a national dataset definition. It is whenever an injury results in essentially one week’s worth of incapacity: the inability to do normal work. That is a nationally defined term. It is the one that is used in the national strategy. That is why we have adopted it here.

As Mr Nicol said, our focus is very much on preventing injuries and intervening immediately where they do occur. The process that we put in place, which is something I have described before—immediate medical treatment and rehabilitation services—is initiated as soon as a claim is properly made. We have a whole range, as we have pointed out, of injury prevention and early intervention services. To take one, we fund a panel of physiotherapists to provide services to workers who are injured immediately, before a claim is even properly made. That is a service that we have had in place for three years now, and it is increasing in popularity. The beauty of that is that it means that if a worker is hurt they are receiving assistance before they even make a claim and before it is a process. So we are very much focused on the full cycle of prevention, early intervention and then conventional injury management, where a condition is diagnosed and treated.

Mr Nicol: If an incident occurs that does not result in an injury by luck—for want of a better word—it will be investigated if it has the potential for a serious injury. We will investigate and take corrective actions to mitigate whatever risk is identified. So we do not just work off the fact that an injury has occurred; we look at a business process and we encourage the workforce to report instances where an injury may have occurred but for happenstance.

Ms Orr: We can provide you with a bit more information on one of the points we took on notice from a discussion earlier.

Mr Young: This goes to Mr Parton's question about reviewing the changes that were made to consultation requirements on large construction projects. Officials have committed to work with the new work health and safety council, once it is established, to review and consult and then consider the impacts, and to conduct a review via the council, taking into account the feedback and information arising from the national review that I described.

MR PARTON: Excellent.

Ms Orr: We just wanted to confirm the exact wording.

MR PARTON: Thank you.

MR WALL: How is the implementation of the office of the Work Safety Commissioner going? What is the time line?

Ms Orr: I am very happy with the way it is progressing. We have seen the legislation pass. Following the passing of the legislation, we have been able to start to put in place what you might call the infrastructure around taking the next steps. We have also written off to the rem tribunal to ask them to put together the actual remuneration—

MR WALL: The determination so that we know what we need to pay said individual.

Ms Orr: Yes, so that we know what we need to pay them. I am not aware that we have received a response to that at the moment. It does have to go through the Chief Minister's office, so it would come to him first, before it gets to me. But we expect that to come shortly now that the legislation has passed and there is an actual position there. The tribunal could not make a ruling before that had happened.

Following that, we have written to various groups, the Canberra Business Chamber and UnionsACT in particular, to ask for nominees to the new council. We are waiting for those to come in. Following the nominations, we will be appointing people to the council. The council will then be electing a chair and a deputy chair. We will consult with them and then start the process for the commissioner position.

MR WALL: So the council will be constituted prior to any work being done around the recruitment of a commissioner?

Ms Orr: Yes. It is in the legislation. Mr Young has lived and breathed this legislation for however long, so I will get him to walk through the detail of it. But, yes, it is set out in the legislation as the process that must be followed in appointing the commissioner. A part of that is consultation with the council. So we need to have the council in place in order to meet the requirement to consult with them before we progress any further.

Mr Young: The substantive piece of work that is underway to prepare for the appointment of a WHS commissioner is, as the minister has indicated, the Remuneration Tribunal work. That obviously needs to be finalised to allow the recruitment to go forward. That is underway and it has been informed by the design of the legislation and hearings and so forth. I hope that that result is imminent.

As the minister has indicated, the legislation sets out a timetable and a number of processes that need to be met in order to appoint the new WHS commissioner. As a result of that, the legislation is commencing in two tranches. The provisions that allow for the convening of the council and the election of a chair and the deputy chair have commenced. We expect that the remaining provisions will commence six months later. That period of time allows for the council to convene. I hope it will be convened in early December. That will allow that appointment process to occur. It will trigger the consultation and the process for selection.

MR WALL: The commencement of the second stage is anticipated for when? When does the six-month clock start?

Mr Young: From the date of passage.

MR WALL: That will take us to when?

Ms Orr: It passed last sitting.

MR WALL: Yes, but it did not commence on that date.

Mr Young: It passed on 22 October. Commencement, I am sure, was shortly afterwards. I think 22 April is the date.

MR WALL: That will be the six-month mark?

Mr Young: Indeed. That requires a commissioner essentially to be in place to exercise the powers. That is the timetable we are on.

MR WALL: Or at least a deputy in lieu.

Ms Orr: We are going to go with the commissioner in place.

MR WALL: You have the redundancy option in the legislation, minister.

Ms Orr: I think we are going to focus on the primary option, not the redundancy option.

Mr Young: The program to improve WHS compliance and enforcement arrangements made recommendations, which have been accepted by government, that go to changing many aspects of the regulator's operation. The legislation piece we are talking about here is only one of those. The government has funded and convened a project team that is working on preparation for the other changes that are necessary. That work is underway with a view to having the necessary infrastructure in place to support a commissioner, once appointed. There is quite a lot work going on behind

the scenes, in consultation with staff, to make sure that everything that needs to be done can be done in the six-month period left to us.

MR WALL: I apologise for the awkward question, Mr Jones: Mr Young, what happens to the existing position for the commissioner inside Access Canberra?

Mr Young: Essentially, at commencement of the new WHS commissioner, that role basically wraps up the regulatory powers that are currently vested in the director-general and delegated to the commissioner, and the powers that are directly legislated to the commissioner. The two positions cannot exist at the same time. The creation of one will equalise the other. That is a description of the statutory position of the Work Safety Commissioner becoming the WHS commissioner.

MR WALL: Will the person that occupies the role be found an alternative role or is it a redundancy? I do apologise for the awkwardness, Greg. There is a prominent person in the role at a fairly high level, and I hope to see you be successful in the new role, should you choose to take it, Mr Jones. In the eventuality that you are not, what is the internal process for dealing with that position?

Ms Orr: Mr Wall, you have already acknowledged that this is a slightly awkward line of questioning, given that Mr Jones is here.

MR WALL: But it is an important one, looking at workplace management.

Ms Orr: It is an important one. We can also be a little kinder in how we go about this. Mr Jones is welcome to come and have a chat with me at any stage about what he sees in his future. He has not already done that. I am open to having the conversation. I think that is the most straightforward and honest answer we can give.

Mr Nicol: I understand that Mr Jones—we are treating him as if he is not here—has had discussions with the Head of Service, and those are continuing. We will see how they come out. But I am not involved in those.

MR WALL: I was curious, not so much as to what your personal intentions are, Mr Jones, but as to what the formal process is for essentially making a position redundant and how you manage the workforce capacity in that.

Mr Nicol: I can answer that question, perhaps. It would apply to any executive whose position was no longer going to continue. We have employment engagement with executives, and we will honour those employment engagements. That may involve discussions with any executive on whether they want to take up a different role and whether they want to continue in employment in the ACT government. All of those options are a standard way of managing a workforce which constantly changes. They are things that I imagine would be discussed with any executive in this situation.

MR WALL: Just to conclude this awkward line of questioning, I will give my personal thanks to Mr Jones for the role that he has played. He has been seen in the industry as both hard and fair, by both sides. I think that is a credit to him and the dignity he has brought to the role.

Mr Jones: Thanks very much. Thanks for your very kind words. If I could add to the awkward conversation, there is a process that the legislation requires, which will run. As everyone has indicated, at the end of that process and after the appointment of a new commissioner, the current role will be significantly expanded. It is appropriate that a new process under the legislation is conducted. As Mr Nicol said, I have had some preliminary discussions with the Head of Service. At an appropriate time, probably in the new year, I will have some discussions with the minister on that. At the appropriate point we will continue to do business as usual, with the handover of the organisation in the best space and the best position that we can. We will go from there.

That will be a discussion that the minister and I will have, along with further discussion with the Head of Service, in the new year, to ensure that that transition is as smooth and as efficient as possible, and making sure not only that staff are looked after and have that certainty going forward—certainty in that period of change—but also the industry broadly out there in ACT land, to make sure that that transition is as effective and as efficient as possible.

Mr Young: Could I clarify one point? The act was notified on 31 October, so the six-month transition period would therefore end on 30 April.

Ms Orr: April is the key date.

MR WALL: The end of April.

MR PARTON: In regard to the work of the Work Safety Commissioner, and specifically ACT government directorate compliance, can I ask how many improvement notices were issued to ACT government directorates over the reporting period?

Mr Jones: I will check whether I have that number or whether I will need to get back to you. Over morning tea, I will clarify that. I know there were a couple. I will clarify that before the end of the hearings.

MR PARTON: If it is possible to find out, I would love to know which directorates they were and what the actual notices were. Also, how many prohibition notices were issued to ACT government directorates over the reporting period?

Mr Jones: Okay, we will do that.

THE CHAIR: In the interests of time, there is some committee business that we need to attend to. If you want to go away and look for those answers, we can pick up this line of questioning after the break.

Mr Jones: Yes.

THE CHAIR: We will have a short break.

Hearing suspended from 10.44 to 11.16 am.

THE CHAIR: Welcome back everyone. We will resume where we left off. Mr Parton was in the middle of a question. Do you want to finish that question?

MR PARTON: Yes.

Mr Jones: I can provide an answer to your question.

MR PARTON: I was asking you about the improvement notices and/or prohibition notices issued to ACT government directorates over the reporting period.

Mr Jones: In the financial year just completed this year there were no improvement notices or prohibition notices issued to government directorates.

MR PARTON: Yet prior to the break you were of the belief that there would be something you could bring to the table?

Mr Jones: I was looking for confirmation of data. There have been a number of issues that we have been dealing with but any notices relevant to those issues have been issued to contractors, private sector companies, that were responsible for the particular activity on various sites. Any notices relevant to projects were applied to private businesses or companies, not directorates.

THE CHAIR: I have a question about some of the enforceable undertakings. When some of these companies make financial commitments to do certain objectives, what is the process for negotiating what will be achieved?

Mr Jones: An enforceable undertaking is a regulatory option that is available through the legislation. We have a guidance note available which sets out the requirements for an enforceable undertaking. We look at an enforceable undertaking by taking into account the history of the company involved, their regulatory history, the seriousness of the incident and, to a large degree, the willingness of the company to provide reforms, take responsibility for the issue and to positively move forward. We take into account all those.

In certain circumstances where there has been an alleged breach of legislation we accept an offer of an enforceable undertaking which is then negotiated with the company, again taking into account the circumstances of particularly the seriousness and the nature of the incident. As part of those undertakings there are usually three components. There are benefits to the community broadly, there are benefits to the business sector broadly and there are benefits to the company itself. There are three components in an enforceable undertaking, which then brings a total commitment—it is usually over a two-year period—of what they would do to enhance safety in those three areas.

THE CHAIR: Could you repeat those three sections which the benefits are meant to address?

Mr Jones: There are benefits to the community. That is broadly. An example might be a contribution to the Red Cross, to St Vincent De Paul, more broadly in terms of benefits to the community. That tends to be the smaller component of it. Then a large

component is benefits to the industry, and that is in safety commitments in particular. That could be training courses, training videos, the provision of safety or other equipment. For example, it might be a training video or a piece of equipment such as a forklift to a training organisation, which can then benefit the workers in that industry more broadly.

There are benefits to the industry and there are also specific benefits to the company, to the workers involved, given that the workers of that company were involved in an incident—benefits to them—and that is usually in training equipment, perhaps the allocation of a safety consultant or a safety officer going forward. They can be quite specific to the individual company, obviously aimed at safety benefits to the workers of that company.

THE CHAIR: Going through each of those, in terms of the community side, who would choose which charity would benefit?

Mr Jones: An enforceable undertaking is an offer from the company to WorkSafe. And we would look at those various components. That would be the commencement of negotiation, if they met the guidelines initially, whether an enforceable undertaking was acceptable or not. And then we would come up with a negotiated outcome on whether their proposal was acceptable and whether it was at an appropriate level.

THE CHAIR: What framework would you use to determine whether a certain charity is appropriate?

Mr Jones: We tend not to make judgements about different charities. Our main input is the safety matters to the industry and to their workers. If a proposal was to make a \$20,000, \$30,000, \$40,000 donation to a particular charity of choice we would not say, “We don’t like that charity. It is someone else.” We would tend to accept that. We would look at the overall quantum of whether that contribution in the community side of things was at an appropriate level. But we would typically let the company decide on that charity.

THE CHAIR: Does a similar logic flow through to the business and industry side by which the company would determine what they think the most appropriate way to benefit the business and industry would be?

Mr Jones: Again, it is a proposal to WorkSafe. Based on our experience of what was perhaps done in other EUs or in other areas that we know are a safety priority, we would either make suggestions or propose alternatives, both on quantum as well as on the type of activity that may be proposed. For example, if a proposal was to do a one-off safety lecture, open to the whole of industry, we may suggest that they produce a safety video so that it would have a longer term benefit and could be viewed more than as a one-off. That would just be an example of some of the suggestions we could make.

THE CHAIR: Can you see any slight problem in someone who has been exposed for potentially lacking in safety protocols then lecturing others on safety?

Mr Jones: It can be quite effective. One of the things that we get them to do, if they

are producing a seminar or a lecture or whatever, is, No 1, we get an expert in to do the lecture, not just the person who perhaps may have breached. But we also put it in the context that that particular lecture, video or whatever has been produced because there has been a breach, they have acknowledged that breach and they recognise that improvements can be made. Quite often there are substantial benefits to telling it how it is, accepting the consequences of that, showing remorse for putting their workers at risk and then moving on in a positive way. It can have quite an empowering message.

MR WALL: How does WorkSafe monitor compliance with an enforceable undertaking once it is entered into?

Mr Jones: We have an audit regime of not only regular reporting from the company to us, but key milestones identified for each enforceable undertaking where either reporting or updates are required. We follow up with each company on how they are meeting those requirements, because all of the expenditure commitments in those enforceable undertakings have time frames on them. We ensure that they meet those time frames, by reporting and/or a combination of audits.

MR WALL: The financial aspect is one component, but then there is the other critical aspect: the correction of the failure in policy or procedure that led to the breach of the legislation. How does WorkSafe monitor that aspect of it?

Mr Jones: Often, if there has been an initial breach, whether it is procedural inadequacy, lack of SWMS or not following SWMS, we would deal with that breach and the rectification of that breach immediately following the breach. Usually, that is through a range of potentially non-disturbance improvement prohibition notices. Rectifying that immediate breach is a consequence of having those notices lifted or satisfied. In terms of regulatory action, that is when we may move to an enforceable undertaking.

MR WALL: Once the enforceable undertaking has been entered into, there are two aspects of it. There is the financial aspect, as you outlined: the benefit to industry, the community and the employees of the company. That is the financial consideration aspect: that that money is going to be invested to cover those three areas. But how are the issues in the entity that resulted in the enforceable undertaking being entered into monitored by WorkSafe to ensure that that is rectified? If they have a policy absence, and you are entering into an enforceable undertaking because of gross negligence to have SWMSs, to use an example, you are not going to just say, “Go pay that money over there and fix this issue.” How is the fundamental underlying issue measured and monitored?

Mr Jones: The fundamental issue is fixed very early in the piece. If it was a critical safety issue which perhaps was going to create a further imminent safety risk, that site or those sites would be the subject of a prohibition notice. That rectification would occur way earlier than an enforceable undertaking being entered into. The immediate rectification of the cause or the issue of the breach and/or the injury, risk or whatever was occurring would be done first. As with all regulatory monitoring, we would have follow-up audits and visits in terms of their activity, their work sites and whatever, to make sure that they were continuing to be compliant while we continued with those enforceable undertaking negotiations.

MR WALL: How is the ACT Education Directorate going in that space?

Mr Jones: Very well. We have had a number of quite lengthy and detailed meetings with the Education Directorate. I have a regular catch-up with the director-general of education to go through a whole range of not only improvements and safety issues but also more positive initiatives that they have brought on board following some of our discussions and interactions around the EU earlier on. This is not just with occupational violence but with safety more broadly. They are meeting, or ahead of, all their requirements under their enforceable undertaking. I am very satisfied with the progress they are making and the depth and the detail of what they have been entering, the cultural change within the directorate and how that is being pushed not only through the directorate but down to individual schools as well.

MR WALL: What is WorkSafe looking for as part of that enforceable undertaking? I imagine that it is probably a bit different to what there would normally be with a private construction company or another private entity, given the sheer size, scale and breadth of the directorate.

Mr Jones: Based on the nature of the issues that we highlighted and that were recognised by the Education Directorate, we are looking for system changes to focus on the welfare of their staff in addition to the education and welfare of the kids. What we raised was that it is not a trade-off, one versus the other; it was an emphasis on the Education Directorate doing both. In entering into the EU, they recognised responsibilities in both areas, again in parallel, not as a trade-off. What we were looking for, and what the enforceable undertaking highlighted, was cultural change, system change and ensuring that reporting in that area and responses to reporting of concerns, issues, threats or actual injuries were responded to very quickly and support services were provided to their staff. Everything that we have seen so far has indicated that they are making really good progress on that.

Further to that, the Education Directorate are sharing the learnings and the changes they have made with other directorates. They are almost a community-wide occupational violence concern. We are having ongoing discussions, including education, with other directorates on a whole-of-government approach and what learnings we can have in specific areas—it is not just Health, corrections, Education and TCCS—on what benefits education can share with other areas. That in itself is a good reflection of the cultural change and the positive attitude that Education have got out of this process.

MR WALL: Beyond your catch-ups with the director-general, on how many instances since the enforceable undertaking was entered into have you or your inspectors visited an ACT government school?

Mr Jones: I do not have the exact number, but we visit on an at-need basis where there are substantial complaints or where there are issues, and I would say unrelated issues, where we need to get involved. When I say an unrelated issue, I am talking about the tragic death of the Campbell High School student. We were involved with that with federal police and the coroner's office, to look at systems and processes with that. We are involved with the Education Directorate with that process. Clearly that is

not an occupational violence issue.

MR WALL: So there are no regular or routine inspections of Education Directorate workplaces to ensure that what you are being told by the DG is actually being delivered and implemented on the ground? How are WorkSafe satisfying themselves—I will be pretty frank, because the four of you up there are professionals at telling people that everything is okay and things are going well; this is the dance we are doing here today—that when you are having those conversations with the DG, what you are being told is evident from what is occurring at the front line for teachers?

Mr Jones: We have a range of monitoring areas. We monitor very closely the risk-man reports, which Education Directorate are required to fill out. We monitor that. It is not just notifiable incidents, but all incidents directly. We have catch-ups with the Australian Education Union, and we get feedback from them, from their members directly, on how they see the culture, the training and the changes that occur there. We get separate feedback from the union representing the teachers. There is a fairly extensive reporting requirement from the Education Directorate to us as part of the monitoring activity of that enforceable undertaking.

While we do not have a direct audit program over education, there are a number of other sources of information which we use to inform ourselves about how they are complying with those requirements.

MR WALL: Is that consistent with what you would do for the other enforceable undertakings that have been entered into, or is there a system of high compliance visitation or inspections to ensure that there is adherence that you would deliver with them? Is it a case of ringing up the managing director or the principal of those entities and saying, “How’s it going? Give us your paperwork.”

Mr Jones: It is completely consistent in that we put processes in place so that we can be satisfied, by reporting and/or independent checking, that whoever has the enforceable undertaking is meeting those requirements. Obviously, the size and the systems involved with Education were quite extensive, so we put a reasonable amount of resources into monitoring that activity, given the importance of that enforceable undertaking and the measures going forward. But with all enforceable undertakings we do monitor their ongoing compliance, not only with work health and safety legislation but with their obligations under the EU. That is done on a risk/harm basis, depending on what the particular EU was for and the relative factors that were involved. It is consistent with our approach to all.

MR WALL: What was the contribution to the community as one of the three pillars of the EU with the Education Directorate?

Mr Jones: I would need to take that on notice and get back to you. The total value of the EU was \$10.045 million. I am not quite sure what the contribution was.

MR WALL: There was a contribution made by Education voluntarily which formed that 10, but the EU was two point something, wasn’t it?

Mr Jones: The enforceable undertaking has provisions to recognise contributions made by a company or an employer prior to the EU being entered into. Given the time between our initial investigation and entering into an EU, Education took the initiative to begin to invest in their systems and processes. It was appropriate to recognise that contribution, the substantial contribution which they had already made at their initiative prior to entering the EU. So that was part of the EU.

MR WALL: According to the annual report, the total commitment combining is 10.045 million, but 2.375 was the commitment as part of the undertaking of that.

Mr Jones: That was to a new commitment. The balance between those two numbers, seven something or other, was the voluntary contribution that the Education Directorate had already made prior to entering that EU, which was directly relevant to what they were doing, and we gave them recognition of that.

MR WALL: Could you provide on notice what the community contribution was.

Mr Jones: That break-up, yes.

MR WALL: Thanks.

MR PARTON: On page 89 there is a mention of asbestos training. What changes have been made to enhance asbestos training?

Mr Young: Which volume?

MR PARTON: That will be in volume 1.

Mr Young: Is that page 89, or 81?

MR PARTON: Page 89 is what I have.

Mr Young: There was a change made by regulation which identified some specific classes of workers who may be required in the course of their duties to do routine maintenance work on asbestos-containing products. That had been identified via the Work Safety Council as a gap in the legislation.

You might be aware that there is already mandatory training for people who may come into contact with asbestos in the course of their work at the bottom end of the scale in terms of asbestos requirements. At the top end, where companies are undertaking removal, they need to be trained, accredited et cetera. However, there was an identified gap between those two extremes of people, for example, electricians who might have to drill a hole in a power board that contains asbestos or something like that. We are talking about quite routine, minor maintenance work on asbestos-containing materials. Based on that engagement, a number of occupation classes were identified and they have been introduced into the regulation as requiring a particular training course to deal with that type of work. I believe that it commenced in July.

MR PARTON: How is it delivered?

Mr Young: Via approved trainers. It is a particular course not delivered by government. The regulation places an obligation on employers to identify workers who may be engaged in that type of work and to ensure that they have done the training.

MR PARTON: It commenced when?

Mr Young: July this year.

MR PARTON: What are the numbers looking like on that?

Mr Young: I have not seen any numbers as yet. Because it is delivered externally, we do not have a sort of central database. Licences are not issued; it is just a requirement on the employer.

MR WALL: How are the workers compensation compliance team determining which businesses or employers to conduct a review of their workers comp coverage of?

Mr Jones: With most of our compliance audits, it is done on a risk basis. That is identifying where businesses, based on past history, are likely to be compliant or not, as the case may be. We have a fairly major focus on retail areas, partly because we can cover a lot of businesses in a relatively small period of time. Also our experience is that a lot of businesses, especially some of the small ones, are unaware of some of their workers comp requirements. We can clarify that as part of our audit program and we can also ensure that all businesses, no matter what size, are meeting their workers comp obligations. We would typically have an information compliance focus on some of the major retail centres, whether it be Belconnen, Civic, Woden or Tuggeranong.

MR WALL: I think the annual report showed that there were five instances where a company was issued a fine for noncompliance. Was that underinsurance, or a complete absence of a policy? What are the issues that are arising from the compliance exercises?

Mr Jones: Most of what we find is that a business will not have an insurance policy at all. There is a range of reasons for that. Sometimes it is a conscious decision of the business owner not to, if businesses are perhaps a bit tight or a bit marginal commercially. Typically there is a misunderstanding that some of their other insurances include workers comp, and some are unaware that workers comp is in fact mandatory. Part of our audit program is to inform them of what their obligations are.

Where it is appropriate, we will do an assessment of the fees not paid where they should have been, and then we will issue them a noncompliance notice. So that they do not get a commercial advantage from being noncompliant, we require them to pay, in accordance with the legislation, back pay of the workers comp fee, based on the number of employees they have had over whatever period of noncompliance they have. We do have an opportunity to charge double the fee. That decision is made based on the reasons why they were noncompliant. If there is what we might consider a deliberate avoidance of the premium or an understatement of employees to minimise their premium, then the legislation provides us the opportunity to require double the

premium.

MR WALL: What is the extent of the compliance check when inspectors go out and do the door-to-door compliance checks? Is it just a case of, “Have you got a policy that covers you?” To what extent is there an audit of the broader payroll and the adequacy of the certificate, where it exists?

Mr Jones: The first thing we do is establish whether a workers comp policy is in place. We have arrangements with the insurance companies to confirm that and what the basis of those policies is in terms of number of employees et cetera. We do not audit their books on the number of employees. We go by stat decs and other evidence and then we base it on that. We do have powers to look at their books in terms of how many people are on their books and being paid.

MR WALL: I guess it is more the quantum of salary that is being paid rather than—

Mr Jones: Indeed. That will affect, obviously, the premium: whether they are being paid \$30,000 or \$40,000 as a casual versus \$200,000 as a salary. That will impact the level of workers comp they would need to pay. We look at that and then we go from there.

MR WALL: Are there any instances that have been highlighted of either underinsurance or under-reporting of payroll in relation to the policy and premium that employers hold?

Mr Jones: Not so much that we have discovered. Mostly they either have a policy which is adequate or they do not have one at all. There are potentially some companies, and it would be a larger one, that may understate. We do conduct investigations into that. They are quite extensive and time-consuming or resource-consuming investigations. Typically we find that they either have a policy or do not.

MR WALL: But from what you have said, there is not a huge amount of work that the team is doing to specifically identify underinsurance. It is more, “Yes, that looks about right. We’ll take it on its face value,” or, as you mentioned, accompanied with a stat dec. But there is not that detailed look.

Mr Jones: It is more about the evidence that is available. Our inspectors are pretty experienced in making a judgment, looking at the size of the business and their activity. We can get numbers on turnover. They are pretty good at getting a feel for whether the numbers of employees and their salaries reported are commensurate with the type, the size and the turnover of the business. A busy, active business with a high turnover that reports one or two staff is going to ring the alarm bells. They are pretty experienced in getting a feel for the business and they see enough information to make that broad judgment without doing a detailed, resource-intensive audit.

MR WALL: So you are getting information from the insurers themselves as to policies that they have written under the scheme?

Mr Jones: Yes.

MR WALL: And are you getting information from other entities such as the tax office or the like around—

Mr Jones: We can do that. If we are doing a dig-deep investigation into something, for example, if we suspect there is a company that is under-reporting, then we have powers to go through and talk to other entities, such as the revenue office with payroll tax and things like that, for consistency.

MR WALL: So data matching is regularly done between revenue—

Mr Jones: That is certainly an option. We do have powers and availability with our relevant legislation.

MR WALL: How much of the compliance team or WorkSafe's role more broadly is boots on the ground, visiting business to check compliance, versus matching the data that exists from various entities, be it insurers, revenue or the commonwealth, to highlight potential anomalies?

Mr Jones: At the moment we have a manager and two inspectors in that area. They all have and do field experience as well as desk audits. It is a rotation depending on the—

MR WALL: To what extent is data used to inform where to head, not on an industry-wide net but using that information to sift through the thousands of data points that would be there to identify potential issues that might exist with a specific employer or entity? Is that level of detail, data matching, not done?

Mr Jones: We tend not to do that level of detail. Given that we have an advisory engagement as well as a compliance role, actually being out in the field is the most valuable. They know we are going to visit. They know we are helpful. But we also do not tolerate non-compliance either. We use that data matching. It depends on what our focus is and what our investigations are covering at the time.

Mr Young: Perhaps I could add that, because we have the responsibility for managing the databases and the systems that collect claim and policy data from insurers, watching that data to make sure it is of an appropriate quality and providing analytics to the inspector is actually a function performed in my group. The resources that we have on that work are additional to the resources that Greg just described in the inspectorate.

In terms of how that data is being used to potentially inform the strategic targeting of compliance activities, I could perhaps make two observations. I think the Nour independent review, which informed the design of the reforms that we are in the process of putting in place at the moment, did identify opportunities for better utilisation of data to inform compliance and enforcement activities. And the project that is underway is focusing on enhancing our ability to do that and ensuring that data and analytics are properly and fully integrated with compliance and enforcement regime. We expect there will be further investments in that area going forward.

At the moment, though, the type of analytics that we might do to inform an inspector, as we have indicated, includes providing information about policies that have been issued, the number of employers that have been declared—and the wages—but we are able to do analytics where we can compare essentially the claims data set with the policy data sets. By way of example, if a firm is registered as an architectural company but they have had five claims from bricklayers over the previous period, that suggests that there may be an under-reporting or a misclassification of industry, and that could inform compliance activities.

That being said, the primary risk to government is non-insurance. Where a person is injured and there is no insurance in place, the cost of managing that claim falls on the default insurance fund—

MR WALL: Which is funded by people who have paid their premium?

Mr Young: Indeed. Historically, and I think rightly so, the strong focus of boots on the ground, as I say inspectorate activity, has been to ensure that there is a policy in place because that is the primary risk to government. The risk arising from under-declaration of wages or the mislabelling of industry class primarily falls on the insurers because the result is that they are under-collecting premium that they otherwise would have been entitled to.

I think there is a secondary risk to the scheme as a whole where, if that type of behaviour becomes systemic, it potentially pushes up premiums for the compliant employer. We certainly have a keen interest in it, and that is one of the areas where we are looking at developing our capabilities. But the compliance regime that is in place at the moment is not limited just to the inspectorate. Insurers actually have powers under their policies to conduct wage audits, and they do.

On your question around that mix of compliance activity, I think in the broader context it is more than just simply checking that there is a policy in place and a—

MR WALL: To what extent is the cross-border issue of policy coverage the resulting cause of no insurance as opposed to flagrant disregard of the legislation?

Mr Young: Could I start with that one? I chair the default insurance fund advisory committee which is a ministerial advisory committee that looks at uninsured claims that are coming through. I note that that is an issue frequently put forward by uninsured employers. A situation might arise where they have taken out a policy in New South Wales and after an injury has occurred and a claim has been made and has been investigated, it has turned out that the worker's state of connection was the ACT. That is a common excuse put forward and is one of the factors that Greg and his team can take into account when they are considering what a compliance response might be.

MR WALL: What proportion of claims on the default fund would that be an issue for?

Mr Young: I would say around a quarter.

MR WALL: Anecdotal is fine.

Mr Young: Fluctuating over time.

MR WALL: Are we talking half, a third—

Mr Young: I would say a third is probably, intuitively, the ones that I have seen recently; the ratio that I am seeing. That being said, we do quite a bit of work with our colleagues in other jurisdictions and through regulation to try to get clarity to employers around how those state of connection tests work so that an employer and brokers who are frequently advising them can make an informed decision around which jurisdiction they should be covered in. We do our best to avoid situations where that sort of confusion might arise. But we still hear it.

MR WALL: It is probably more back to you, Mr Jones, on the compliance side. To what extent is either the under-insurance or absence of insurance attributed by an employer to the sheer cost of workers comp policy in the ACT?

Mr Jones: It is a bit of a mixture, especially with quite small businesses that are potentially, marginally, commercially viable in any case. Either deliberately or otherwise, a mandatory workers comp insurance clearly adds to their business cost. If we find a business, usually a small business, that does not have workers comp, that decision to get, I will call it, a back payment of the premium to go to the default fund—in making that decision whether to charge a single or double premium recovery and whether to require that payment, whether it is single or double, within either 28 days or over a payment period—is a decision I make based on submissions we request from them in terms of financial hardship. For example, where there was financial hardship but a willingness to as soon as possible become compliant, I will require just a single recovery amount and give them a period of time to pay off, I will call it, back pay, on the proviso that if they do not make an agreed monthly payment—and it is an agreed payment program—then the full amount would become due and payable. We negotiate a payment period for those businesses.

MR WALL: I am not sure if this question is rightly directed here or if it is an economic development question—

Ms Orr: There is a bit of crossover within this area but ask the question and we will let you know.

MR WALL: What monitoring is done of the premium rate that is being charged in the ACT comparable to like classifications in New South Wales and the drag effect that is having on both job creation and economic growth for the ACT? Is that in your area?

Mr Nicol: I think there are two elements of that. We monitor our premiums across the border in this area but we do not do an assessment of the economic impact because economic impact relies only not on one factor but a whole range of other factors. It is done between treasury and economic development. But we can talk about the comparatives, if you wish.

MR WALL: On the premium differential, I am happy to delve slightly further as to

what monitoring is done of that and what is the current view on how we are tracking against New South Wales.

Mr Young: As Mr Nicol pointed out, we very closely monitor the premium rates being charged at an industry and aggregate level. In the territory that is done as part of an independent annual actuarial review. The results of that are published. One of the documents that are published as part of that is an industry-class-by-industry-class estimate of the reasonable premium rate that should be charged in the territory.

There is very good information around ACT cost performance. We have historically benchmarked that against other jurisdictions, with a particular focus on New South Wales because of the geography. In recent years New South Wales has changed their premium model and they do not actually publish what they call their insurance premium order, which is what we historically relied on. For the past three years there was somewhat less clarity around those differences.

But one observation that I would make is that across the country there are significant differences in workers compensation premium costs, largely off the back of differences in the types of injuries that are covered and the types of service payments that are made as a result. New South Wales is, according to Safe Work Australia data, on the lower cost end of Australian jurisdictions and the ACT private sector is on the higher side. There is historically a gap.

But, that being said, a recent analysis shows that, at a whole-of-ACT-government scheme level, the recommended premium rate that our actuary thinks an insurer could reasonably charge is about 2½ per cent of wages. The amount that they are actually collecting is somewhat less. It is more like two per cent. In a sense, the actual costs that employers are paying, and thus any gap between what a like business might be charging in New South Wales, are likely to be significantly less than a high-level analysis of that comparative data suggests, because ACT insurers are essentially absorbing a significant proportion of scheme costs. As a result there is cost pressure in the scheme. That has been there for quite some time. But it remains a competitive market, and I do not see that changing in the future.

MR WALL: Certainly the experience from industry is that, for like-for-like employment categories, the differential between the ACT and New South Wales is substantial. And for some industries, particularly when it comes to group training organisations, it is prohibitive to operate in the ACT as opposed to other jurisdictions. Are those sorts of things on the radar?

Mr Young: I cannot speak to prohibitive or the impact on individual businesses but the modelling that we have done suggests that a differential of 30 per cent is not unusual. And that is the type of difference that we would expect, just based on those fundamental scheme design differences.

New South Wales does not cover journey claims for people traveling to and from work, for example. The ACT does. That alone probably constitutes a 10 per cent cost differential between the two schemes before any other factors are taken into account. Those structural differences certainly result in cost differences, albeit somewhat offset by the competitive market in the ACT at the moment.

THE CHAIR: It is my understanding that there are no further questions. Minister, as per standing orders, responses to questions taken on notice are due five days after receipt of the uncorrected proof transcript. Members have five days from today to submit additional questions. The committee's hearings will resume at 1.45 pm.

Hearing suspended from 12.03 to 1.45 pm.

Appearances:

Berry, Ms Yvette, Deputy Chief Minister, Minister for Education and Early Childhood Development, Minister for Housing and Suburban Development, Minister for the Prevention of Domestic and Family Violence, Minister for Sport and Recreation, and Minister for Women

Education Directorate

Brighton, Ms Meg, Director-General

Efthymiades, Ms Deb, Deputy Director-General

Gotts, Mr Robert, Acting Executive Group Manager, System Policy and Reform

Hawkins, Mr Ross, Executive Group Manager, Service Design and Delivery

Seton, Ms Sam, Executive Branch Manager, Student Engagement

Huxley, Mr Mark, Executive Director, School Performance and Improvement Division

Hamilton, Ms Judith, Director, School Improvement—North Gungahlin

Matthews, Mr David, Executive Group Manager, Business Services Division

Watson, Mr Martin, Executive Director, Office of Board of Senior Secondary Studies

THE CHAIR: Welcome, minister and officials. Today we will be looking at the annual report of the ACT Education Directorate. Can I ask you to read the privilege statement that is in front of you and confirm that you have understood its contents?

Ms Berry: Yes.

THE CHAIR: The proceedings are being recorded by Hansard for transcription purposes and are being webstreamed and broadcast live. Do you have an opening statement, or shall we go straight to questions?

Ms Berry: Straight to questions.

THE CHAIR: Sounds good. I have a question about student retention rates. How is the ACT tracking?

Ms Berry: We can give you some advice on student retention rates. We have a really good story to tell in our college system about not only student retention but also student pathways once they leave college in the ACT. I will ask Mr Gotts to go through some of the detail and some of that data for you.

THE CHAIR: It is on page 45.

Mr Gotts: I have read the privilege statement and I understand it. As the minister has indicated, we have very good retention rates in the ACT. From preschool to kindergarten between 2018 and 2019, our retention rate was running at 77½ per cent. That means that, of all the children in preschool in 2018, 77.5 per cent of those went through to a public kindergarten. Between years 6 and 7, the rate was 80.5 per cent and between years 7 and 12 the rate was 75.8 per cent. There is a reason why the rate is a bit lower between preschool and kindergarten, that is, a number of students attend

a public kindergarten but then move to a non-government school at the end of preschool.

Ms Brighton: I have read the privilege statement. In addition to what Mr Gotts said, we have a really strong story to tell about student outcomes in years 11 and 12 in the ACT. We do a school leavers survey. That school leavers survey shows that the pathways that Canberra kids have through the college system is pretty extraordinary.

What is being shown in our annual school leavers survey is that we have a very high number of students after college who transition into further study or further work. We found that in 2018 91 per cent of the preceding year 12 students were employed or studying. In 2018 we did the survey and, for the 2017 graduates, 91 per cent were employed or studying. That is telling a really strong story: that our colleges are offering a whole variety of pathways to students in the ACT, be it tertiary studies, be it vocational education or being ready to go straight into the workforce. Having regard to the retention that we are seeing all the way through our public education system, the offerings that colleges have and what that looks like for our post-school destinations, it is really strong.

THE CHAIR: What are the factors that affect the retention rates for ACT public schools?

Mr Gotts: There are a number of factors. One of those is, of course, choice. Parents make decisions about where their children want to attend school. With other factors, the ACT has quite a high rate of what I will call population churn, in the sense that numbers of families move in and out of the ACT each year, to do with their employment, either with commonwealth government, Defence or something like that, and that leads to reasonably high rates of moving in and out of the ACT. They would probably be the two biggest influences on retention rates.

THE CHAIR: Do you track that data or just the rate that is retained?

Mr Gotts: We track the numbers for all students in the ACT. It is not reported here but we track all student numbers across all schools in the ACT.

MR PARTON: Ms Brighton, you spoke of the seemingly high percentage of year 12 students who transition into either further study or into work; it was 90—

Ms Brighton: Ninety one per cent.

MR PARTON: Ninety one per cent. Even if it is just an anecdotal reflection, is there any sense of how that compares to other states and territories?

Ms Brighton: I do not have that information to hand. Mr Gotts may have it, from his experience.

Mr Gotts: My understanding is that it is higher in the ACT than elsewhere. That is my understanding without having looked at a specific piece of data.

MR PARTON: My understanding of that figure of 91 per cent would be that the nine

per cent remaining were not studying and were not working, so they were just unemployed.

Mr Gotts: Obviously, in any cohort of students who finish school, a number of them at the end of school will be neither employed nor working. Equally, there are a number that are no longer in the ACT. There are students who have finished year 12 and may have left the country, if they are full-fee-paying international students, for example, and have gone back to their home country. One of the things that we see happening is parents delaying a move that they might have made until their children have finished year 12, then moving at the end of that. So they have left the ACT and gone to somewhere else in Australia. There are a number of factors that can influence that number at the end, so it is very hard to define it, exactly.

MR PARTON: When we have said 91 per cent are either studying or transitioning into work, that does not necessarily mean full-time work, does it? It just means that they have transitioned into work. My 19-year-old, like many others, is just finishing up a gap year, and I wonder how those kids are reconciled in those figures.

Ms Brighton: I will defer to Mr Gotts, as the custodian of the survey.

Mr Gotts: It is a longitudinal survey, so we look at three years worth of data. We see that, yes, of course, there is a proportion of students who do a gap year. We look at the end of not just the first year but into the second year, and we can separate out those who were not either working or studying in the first year after school, but are working or studying in the second year after school. That gives a sense; then we look at it again for the third year.

MR PARTON: I still wonder how many gap years become longer than a year.

Mr Gotts: So do we.

MR PARTON: It is a whole other story.

Ms Brighton: Mr Parton, the detail of the survey is available on our website, the full report, which we can furnish as well.

MR PARTON: Excellent; thank you.

MRS KIKKERT: I draw your attention to page 11. The director-general makes the statement:

The Education Directorate's *Strategic Plan 2018-21* was also launched. It identifies our vision to be a leading learning organisation where people know they matter ...

How does this statement align with the directorate's record of WorkSafe intervention because of years of unreported and unaddressed school violence against teachers?

Ms Brighton: As our vision statement says, that is the organisation that we want to be. We want to be an organisation where people know they are cared for, they are trusted,

and that they are invaluable to improving the outcomes of students in the ACT.

Going to our journey in work health and safety—where staff were not reporting injuries, for any number of reasons, one being that they felt it was just part of being a teacher—our recalibration over the past couple of years has been to say, “No, your role is so invaluable to us that we want to make sure that you are cared for and you are protected.” We have tried to build a culture where people can identify when there are issues and we can respond when there are issues.

Our whole aspiration is to be that leading learning organisation where people know they matter. At the heart of it, student outcomes in this jurisdiction are dependent on a classroom teacher, and a classroom teacher who feels valued, cared for and encouraged, and “built” in terms of their teaching capability, is critical to this jurisdiction and to us as employer.

MRS KIKKERT: You have just described a utopian type of school environment for teachers and students to flourish in. How does that relate to the chaplaincy program? We often see students who are spiritual, who feel that their spirituality matters to them and who enjoy seeing a chaplain in their school when they are in trouble, to develop their spirituality or to nurture their spirituality. How is that in line with your vision of what you have just described: that all students matter to you, that all students are valuable to you? How does that relate to a student who enjoys seeing their spirituality chaplain? How does that relate to saying, “Actually, no, you cannot see your chaplain”?

Ms Berry: There are a couple of things that I want to draw to the attention of the committee. The first thing is that one of the first actions I asked the directorate to consider was to develop an occupational violence policy and plan to ensure that workers were valued and that students got the best out of their teachers because their teachers were respected and valued in our schools.

There is a significant culture shift that we are asking from the teaching profession, to consider that their work environment can also work alongside a child’s right to learn and can still be an environment that is a safe one. That work that is being implemented across our schools, and that culture change that we are starting to see through the high reporting that is happening, never had happened before and is nation leading. No-one in Australia has done this kind of work previously. We are very proud of that and very proud that the directorate’s strategy aligns with the future of education strategy, ensuring that our teachers are valued and respected and that our students get a great learning outcome.

With regard to chaplains, our schools are public schools; they are secular schools. They welcome every faith and culture, every student and family, regardless of their background, regardless of where they have come from, regardless of any of the complex issues that they might bring with them in their school environment. That is why our schools are so great and inclusive: you are welcome regardless.

With regard to chaplains and support for young people who might be experiencing anxiety or other issues in our schools, there will always be social supports available. The ACT government has committed to an additional 20 psychologists; we are up to

the last five. Have they been employed?

Ms Brighton: We are going through the process.

Ms Berry: They are going through the process to start in our schools next year, which will get us to the 20 that the Labor Party committed to during the election campaign. We have also said, and it is all through the future of education strategy and the government's response to both the committee report and the SEAC report, how important social workers and welfare workers are in our schools. But they need to be secular. All the chaplains who are currently employed in our schools by Scripture Union Queensland have been offered employment with the ACT government, and that process is continuing. If those individuals want to stay and work in our schools and offer social welfare support to our students, they are most welcome.

MS KIKKERT: You are discontinuing chaplaincy work in public schools? Is that correct?

Ms Berry: Those social workers and youth workers will be employed on a secular basis to provide welfare supports to students in our schools. Our schools are welcoming, as I said, to every faith and every culture. If additional supports are required in our schools through social work or welfare work—or through our psychologists, the number of which we have increased over the past four years—that support is available. It is done on a secular basis. The Education Act in the ACT requires that, and we expect that our schools would act lawfully in that regard. Chaplains currently employed by the Scripture Union have been offered employment by the ACT government.

MRS KIKKERT: Are they allowed to teach spiritual guidance?

Ms Berry: Under the Education Act, a parent or family can ask for religious education on any religion in our schools, and other students can opt into that. For example, schools might offer a scripture program during Easter through relationship with their community church; families and students can opt to be part of that program if they want to.

MRS KIKKERT: But are the chaplains who are becoming youth workers next year if they choose to do so allowed to give spiritual guidance or advice to students if they seek it?

Ms Berry: Under the ACT's Education Act, our public schools are secular schools; they are not religious schools. They offer education and support, if required, through youth and social work, and psychologists, in a secular way. Those services will still be available, but by employees of the ACT government, not employees of Scripture Union Queensland.

MRS KIKKERT: That still does not answer my question as to whether they can or they cannot. You say that it is a secular school, but can they give spiritual advice?

Ms Berry: Our schools have to abide by the Education Act, which means that they operate in a secular way. So no, they could not offer religious education in that way.

MRS KIKKERT: Not an education; spiritual guidance.

Ms Berry: If that was to occur outside the school in a church or in another religious organisation, but that would be happening outside the school.

MRS KIKKERT: They can outside?

Ms Berry: Inside the school, public schools are secular. Under the Education Act, they are required to operate in a secular way. That is why all religions, faiths and cultures are welcomed into our schools. There is no specific requirement for any religion to be taught in our schools or for spiritual advice or support to be offered in our schools. What is provided under the act is the opportunity for families and children to ask for religious instruction. Whether that is in Christianity, Catholicism, Hinduism or Buddhism, it can be offered, and the students can opt into that program.

MRS KIKKERT: How is it welcoming to students when you say that you welcome all denominations and all backgrounds into the public schools, yet they cannot discuss spiritual issues with a particular youth worker in the school. It is not very welcoming at all. You are isolating those particular children who want to talk about spiritual issues.

Ms Berry: They are secular schools; that is it.

MRS KIKKERT: So what? It is their freedom to talk about spiritual issues at any time of the day. You are ripping that away from them. You are stealing that away from them.

Ms Berry: Mrs Kikkert—

MRS KIKKERT: You are. That is what you are doing. You are punishing them, because they cannot discuss spiritual matters.

THE CHAIR: Mrs Kikkert, do you have a question?

MRS KIKKERT: One question. Kids in Bimberi are troubled kids, very vulnerable kids, yet they have a spiritual room inside Bimberi where they can choose to go and seek guidance, seek directions, when they are in trouble. Do you not see that that is also important for a student in a high school or primary school, when they are in trouble, to seek spiritual guidance in the same way as a youth who is in Bimberi detention centre?

Ms Berry: Perhaps I can put it to you this way, Mrs Kikkert: spiritual does not necessarily mean religious or that religious education is required. There are opportunities for students to get guidance and support from well-trained and experienced youth and social workers in our schools, and psychologists, if it is required.

MRS KIKKERT: They also have that in Bimberi, yet they feel that spirituality matters to the youth there.

Ms Berry: And spirituality is not necessarily—

MRS KIKKERT: Just as it should matter in our public schools.

Ms Berry: It is not necessarily connected to religion, Mrs Kikkert.

MRS KIKKERT: No, it is not, but they want spiritual directions and guidance in public school at any time.

Ms Berry: And they get that support.

MRS KIKKERT: You just said they cannot talk about that in public schools.

THE CHAIR: Could you provide some information as to the religious background of those current chaplains?

Ms Berry: Yes. The existing chaplains are currently employed in our schools by Scripture Union Queensland—foreshadowing there an opportunity to be employed by the ACT government. We think that is the best way for that work to continue in our schools, to ensure that there are qualified youth workers and social workers in our schools who can provide advice and support—spiritual, if that is required, but in a non-religious way, because our schools, under the Education Act, are secular and welcoming of all cultures and faiths, regardless of where that comes from.

Mr Hawkins will be able to give you an update on where the process is at with regard to the existing chaplains and a way forward, in order to ensure that that social work support continues in our schools.

Mr Hawkins: I confirm that I have read the privilege statement. We have been working with chaplains and chaplains ACT over the past year in enacting this decision. We have worked closely with chaplains ACT on defining a job description. We met with the chaplains in May. We have a future meeting planned with them in the next couple of weeks to talk them through the description, and they will work through the process that we followed.

As the minister said, we guaranteed 10 hours worth of work per week for the chaplains for next year, to provide that degree of youth and social support to students within our system. It should be really clear that that is a supplementation on top of what we are already providing across our schools. We have a number of psychologists, social workers, youth workers, community coordinators, teachers and welfare workers within our schools providing those supports to students in the most comprehensive way possible. Chaplains currently exist in 19 of our schools but we have those supports in place across all of our schools in the ACT.

THE CHAIR: Could I get some historical context on where the funding for chaplains has come from and if it has changed?

Ms Berry: Yes, it has changed. Initially, secular workers were engaged in this role in our schools in 2014, but that changed when the federal government required those

workers to be employed by religious organisations. Basically, it did change and, despite my efforts to ask the federal government to reconsider that change in recent times—early this year—they refused to do so; so we went about implementing the ACT government’s decision to employ chaplains on a secular basis in our schools to continue that important work.

Our schools are secular. The Education Act requires that. They are not religious schools. They welcome all faiths and cultures. That is the strength of our public school system.

Mr Hawkins: I think the minister has covered it off. The national school chaplaincy program has existed for some time. As the minister said, it has had a couple of shifts in its history, from what took place pre 2014, when secular workers were allowed in. The shift during the 2015 to 2018 period was that there needed to be a religious affiliation. At the back end of last year the minister wrote to the federal government, asking them to consider moving it to accept secular workers as part of this process and that we should be trying to separate out the notions over religion in the support to students. That was refused by the federal government at that time. From there we have worked through, under the direction of the minister’s policy settings, moving this to welfare support workers for the next school year.

MRS KIKKERT: How will those youth workers be funded, since they do not have the federal funding anymore?

Mr Hawkins: They will be funded by Education.

MRS KIKKERT: Would that be separate funding into the schools, regarding the desire to have those workers, or will it be within the funding pool that they already have, and they have to draw from that?

Mr Hawkins: Correct. The funding already exists in schools for a range of different support services because each school has different configurations and different elements based on what they see within their local community. We have worked very closely with schools. I spoke to a group of school principals last night to be really clear about this. Funding exists in budgets to do this work and bring on social workers or youth workers, the support that that school needs. But if any schools are suffering with any issues to do with funding, they would be underwritten by the directorate. No-one should be short or should see funding as an issue in order to support these welfare support workers next year.

MR PARTON: Out of this change—please excuse me if I have missed one of the steps here—how much funding do we miss out on? How much federal funding do we miss out on as a consequence of this?

Mr Hawkins: It would be unfair to characterise it as “missing out on” because when we look at the nature of the program for future years, there is potential funding that is available to the territory, but that might end up being used by the Catholic system or by other non-government schools. We are yet to see what the demand would be for the program for next year because that has to be worked through with the non-govs and with the Catholics.

MR PARTON: I am trying to get a handle on how much funding ACT government schools miss out on as a consequence of this change.

Ms Berry: There are two things, Mr Parton. The first is that ACT public schools are the highest funded schools in the country. The second thing is that this program is funded, for the 20 chaplains that are currently employed in public schools by the federal government, but it is part of a package of chaplains, as part of that program, for all schools to access in the ACT. It is not just for ACT government schools.

MR PARTON: There is a cost to the directorate because of this change, and that cost was being covered by the feds.

Ms Berry: Yes.

MR PARTON: That is correct, isn't it?

Ms Berry: Yes.

MR PARTON: That is what I am trying to get a handle on.

Ms Berry: You got it; that is right.

MR PARTON: That is what I am trying to get a handle on: what is the bottom line of—

Ms Berry: The actual amount of money?

MR PARTON: There is no question that there will be money that is spent by the directorate—

Ms Berry: Yes, we have the figure.

MR PARTON: that would not have needed to be spent under the previous model.

Ms Berry: I think we have that figure here. What we also gain as a directorate, from the ACT government, for these employees, is direct employment with the ACT government. That is a good thing for these employees: that this work is not being contracted out to a religious organisation; they will be employed and provided with secure employment with the ACT government.

Mr Hawkins: We have been budgeting on an approximation of around \$20,000 per welfare support worker per school.

MR PARTON: You have given that to me per welfare support worker per school. I am looking for a broader figure.

Ms Berry: The whole figure? For the whole program?

MRS KIKKERT: How many?

MR PARTON: Yes.

Ms Berry: We will come back to you on that one. No, we do have it; sorry.

Ms Brighton: Yes, I have that. In the 2018-19 year, the chaplaincy grant from the commonwealth was in the order of \$970,000 for the ACT as a whole.

MR PARTON: What percentage of that would have gone to government schools?

Ms Berry: 20 employees worth. We will break it down for you and get it back to you, rather than worrying about getting our calculators out now, Mr Parton.

MR PARTON: Irrespective of all of the other arguments about secular and non-secular, we have just kissed that money goodbye, haven't we? We have just said, "No, we don't want that money"?

Ms Berry: There are a couple of things, and you cannot put them to the side. The Education Act requires our schools to operate in a secular way.

MR PARTON: But don't non-government schools operate under the same Education Act? Why are they different? Why are they able to somehow skirt around that?

Ms Berry: Skirt around it? They are religious schools—

MR PARTON: It is the same act.

Ms Berry: so they offer a religious education. Public schools do not.

MR PARTON: Yes, but even the non-religious non-government schools do not seem to be somehow holding themselves to the same Education Act—well, they don't, in this space.

Ms Berry: That is a decision for those schools to make.

MR PARTON: They are free to make it but you do not believe that our schools are free to make it?

Ms Berry: Are you wanting the ACT Education Directorate to regulate on this issue in non-government and religious schools?

MR PARTON: No, I do not.

Ms Berry: I am pretty sure—

MR PARTON: That is not what I am calling for at all. I am just giving a comparison.

Ms Berry: The comparison is that this requirement in ACT government schools does not apply to non-government schools.

MR PARTON: We have probably spent enough time on this, chair. I am happy to move to another substantive. On page 232, looking at key achievements, during the period the Teacher Quality Institute registered 8,016 teachers, and 99 people were approved to hold a permit to teach. I am easily confused, but what is the definitional difference between registration and an approval to teach?

Ms Berry: Mr Parton, you should not be so hard on yourself. We can help you out with understanding this matter, hopefully.

Mr Bateman: The difference between them is that approvals cover all the things that we are able to do to, in effect, approve a person to work as a teacher, but only two categories are registrations: full registration and provisional registration. A permit to teach is an approval; it is not a registration, because the person, for some reason, does not have all of the qualities required to be a registered teacher.

MR PARTON: How does that play out at a classroom level? What does that mean practically for those individuals?

Mr Bateman: An example of where we might give a permit to teach is if there is an area of need in a school—a language area, for example, or a VET area—where there is no qualified teacher or registered teacher to take the job. In that school, whether it be in the government school sector, Catholic sector or independent sector, the person nominated as the employer is able to ask us to approve someone for a period of time to cover that position. We would look at the reasons for the approval, the qualifications of the person, how they fit the job and all the rest of it, and make a decision to give an approval but not a registration.

MR PARTON: Also under key achievements is listed the suspension of two teachers. Can someone elaborate as to why that is there?

Mr Bateman: One of our functions is to undertake regulatory action on teachers who are registered. One of the accountabilities would be that we report on that. We cannot report to the detail level but we can report at the higher level of what actions we may have taken.

MS LEE: Going to the organisational overview and the school network, in the stakeholder list there is a generic grouping of students and their families, and you also list various organisations, associations, unions and the like. Is there an oversight or is there a reason why there has been no mention made of the home schools association?

Ms Brighton: There is no specific reason not to mention them. It is likely to have been just an oversight on our end. The breadth and depth of our stakeholders in the public education system is immense. This is a list of those who we actively engage with. Of course we have actively engaged with the home schools association through the home education amendments that are being proposed.

MS LEE: Where are those amendments up to, and the consultation with the home education providers?

Ms Berry: There has been a significant amount of consultation and conversation with

the home educators. We can get you a bit of a time frame as to what has occurred and the reasons why it has taken so long to consider these amendments. It has been because we have been spending a lot of time talking with the home educators peak body, in particular, and a couple of home educators who have been concerned. There are around 305 students and we have been talking with about half a dozen.

Mr Matthews: I have read the privilege statement. The government has been seeking to make legislative amendments, to the home education arrangements for more than 12 months now. There has been a bill tabled—

MS LEE: It has been nearly two years, I think.

Mr Matthews: in the Assembly, and a range of conversations have gone on from that bill. We have been particularly sure to make sure that we have a keen understanding of all the different interests of the stakeholder groups. It is a very diverse group. The reasons why people undertake home education vary considerably, as do the actual arrangements for an individual child. So in making legislation changes that have a very significant impact on parents' ability to provide a home education program, we wanted to make sure that there is clarity amongst all stakeholders and ourselves of the operational implications of the legislation, and that we are able to make sure that it is facilitative in nature, that is, that we are able to support parents to access that choice under the Education Act. As a result of several waves of conversations, we believe that we are very close to a final decision on some amendments to the current bill before the Assembly, which would then give effect to the changes under the act.

MS LEE: If it was not a deliberate omission, will we see them included in next year's report perhaps?

Ms Berry: When you have a whole lot of stakeholders, when you list them it is not unusual to miss one. We have not intentionally left them out of the report. They can certainly be involved in the report for the next year.

Ms Brighton: I have made an annotation on my report for next year's.

MS LEE: Thank you. In terms of the school network, what consultation was undertaken, and with which organisations or people, before the new schools that are listed on page 13 were selected for their size, years and location?

Ms Brighton: When we plan for new schools, there is a whole body of demographic work that we undertake in order to provide advice to government as to the type of school. Does it need to be a primary school? Does it need to be a high school? When we look at the location, we look at a combination of factors including, of course, where the families are, and also traffic loads, transport routes and land available. All of that information forms part of the decision-making and advice to government about new schools, the size of those new schools and the location of those new schools.

MS LEE: Do you have any specific detail on the new schools that are listed under this reporting period?

Ms Brighton: What specific detail are you—

MS LEE: As in who did you discuss it with and what was the result of that consultation?

Ms Brighton: We are in a growth phase in this jurisdiction. What is happening in education is reflecting what is happening in the broader Canberra community. Our principals in this jurisdiction are well aware of that growth phase. We are talking to them quite regularly about what changes they are seeing in their individual schools. Certainly, in that region, in Gungahlin, we are having broader conversations with the principals around the growth that they are seeing, and looking at when existing schools might be able to be expanded or whether we need to be looking at new schools, which is what we have done in terms of the sites we have identified on the map in Gungahlin.

Mr Gotts: I can provide a little bit more detail. I will use the new school, on page 13, in Molonglo as an example. With regard to planning for that school, I attended a community event that was held at the Charles Weston School in Molonglo. I gave a short talk to the community members, which was also skyped for people watching at home, to describe the planning for that school, what we were thinking about for that school, and answer questions about likely numbers and so on. Generally, it was about filling people in on the thinking for that school.

Equally, I regularly give updates to P&C council on school planning arrangements. We describe to them, for the benefit of the communities that they represent, what the overall student projections are suggesting and where planning might be up to, because it is a continuous process, in relation to schools that appear on this map.

MS LEE: What is the impact of the work that the directorate has commissioned the ANU to do on looking at projections? Whereabouts is that up to and what linkage is there to the work that the directorate is currently doing?

Mr Gotts: We have entered into a three-year contract with the ANU. That is on the back of a couple of contracts for specific work. Essentially, we are using the ANU to provide an extra layer of analytical thinking with regard to planning not just for new schools but for the factors that impact on growth around the territory more broadly—brownfields as well as greenfields.

To give you an example, there is a shift underway nationally in Australia from non-government schools to public schools, and that is happening here in the ACT as well. One of the things we have asked the ANU to do is to look at the nature of the changing decisions that are being made by families and understand how those decisions vary in different parts of the ACT. One of the things that we observed is that affiliation rates are not the same in every part of the ACT. In order to plan effectively, we need to understand how those rates might vary and to understand as much as possible what might be the factors that sit behind it. That is an example of one piece of work they are doing for us.

Another piece of work they are doing, when it comes to demographic projections for the ACT, is looking at the whole of the territory, as we can be very precise. We know exactly how many children have been born and we know that in four years time they

will start turning up in preschool and so on. We can be very precise. At the level of a region—

MS LEE: If that is the case, and we can be quite precise, why is it that we do not have every child who wants to go to preschool being able to get a placement?

Mr Gotts: Every child who wants to go to a public preschool in the ACT does get a place in a public preschool. The difference between preschool and formal school, from kindergarten to year 12, is that under the act a student is guaranteed a place in their local primary school between kindergarten and year 12.

With regard to preschools, the distribution of preschool facilities across the ACT does not exactly match the same distribution of schools—primary schools, say, in this case. Equally, the obligation is not contained in the legislation when it comes to preschool. We endeavour to ensure that a child has a place in a preschool that is within the priority enrolment area for the school that they will attend. I can look for the exact number, if you will give me a second.

Ms Berry: There is also, for preschool education, a mandated ratio which is applied by the national quality framework which affects the number of students within a physical space.

Mr Gotts: For example, in 2019, 3,800 applications received a placement in the preschool that they had applied for, on 7 June. For about 450 applicants, we found that there was not space in a preschool in the priority enrolment area that they had applied for, that they lived in. The next step is to find a place in a preschool that is as close as possible to where they live. The bottom line, however, is that every child who applies for a place in a preschool gets a place in a preschool. The only difference is that, for a proportion, and it is not a particularly large proportion—

MS LEE: It is over 10 per cent, though.

Mr Gotts: Slightly over 10 per cent of children end up in a preschool that is as close as possible to the school that they will attend.

MS LEE: Is it something that the directorate, as an aspirational goal, would like to see—that most, if not all, children who wish to have a placement in a preschool get one in their priority enrolment area?

Ms Berry: In the ACT it operates a little bit differently to the rest of the country. We have preschools attached to our primary schools. That is not the case elsewhere. It will mostly be the case that they will be in early childhood settings, within an early childhood school, which will often not be within a localised area or within a priority enrolment area.

MS LEE: If that is the case, I would have thought there would be more reason to try to make sure that there is a place available, because they will obviously go on to the kindergarten and beyond in that localised area.

Mr Gotts: We go to considerable lengths to ensure that we can get children into the

preschool in their priority enrolment area and, if not, as close as possible. You talked earlier of planning for new schools. All new schools, as we build them, make provision for preschool students. In that sense we are looking to the future and ensuring that there are as many preschool places available as possible.

MS LEE: It is going back to what you said earlier—it is a pretty precise figure because you know where each child is born and where they will be in four years time.

Ms Berry: But not necessarily where they are going to live.

MS LEE: Not necessarily. There is obviously still some work that can be done in that area.

THE CHAIR: I have a question about the University of Canberra affiliated schools program. I understand there was an announcement this morning.

Ms Berry: Yes, there was. There was an announcement today about an expansion of that program. This morning we were at Margaret Hendry with a beginning teacher who had been at Margaret Hendry for about 14 weeks and had been part of the affiliated schools program. The University of Canberra has now affiliated with 25 schools in the ACT through this program.

The program gives an opportunity for pre-service teachers, student teachers, to get a chance to go into school and practise what they have learned at university. They get in front of students, get to plan a class, and get to trial some of the methods and the really innovative and up-to-date teaching methods that they have learned whilst they have been at university. While they are there, they get the experienced teacher working with them while they are implementing their plan, as well as the experts from the university who have taken them through their education. They get feedback on their plan, on how they are delivering it. They get to change and reflect that whole teaching plan in the classroom. Whilst in the past there has been practice for teachers in this space, this is going even deeper into how they learn and how they teach a class in the classroom. Then they get all that advice and feedback from more expert teachers.

It is not just the beginning teachers or the pre-service teachers that get benefit out of this. They are bringing new and up-to-date evidence-based teaching methods into the classroom, where a more experienced teacher can witness and observe a different style that they might adapt to their own teaching plans within a classroom. Then that all goes back into the university as well. There is this really fantastic learning cycle that just continues to grow and grow and that provides really great support for teachers before they start permanently as a beginning teacher within our school system.

The 25 schools that have now joined up to the affiliated schools program include the Black Mountain School, which is a special school in the ACT, which gives beginning teachers another chance to learn even more ways to put their teaching into practice and plan for a more diverse community of school students than they might have had the chance to do before. They get these experiences across a number of schools and that gives them lots of different examples so that when they get to actually be in a

class or a team class setting of their own, they are ready to go. They have been learning, practising and honing their skills all the way before they get into the class.

Mr Hawkins: As the minister said, our relationship with UC is a true partnership. The development of the affiliated schools program has taken place over the last 18 months. It started with a program of 25 schools, and five of those are full program. The minister announced another five full program schools today. That includes providing funding for them to be involved in more research projects with the university. The five that were named today were Bonython Primary School, Arawang, Southern Cross, Margaret Hendry and Mount Stromlo. They will now be full program schools within the broader program.

THE CHAIR: What do you mean by full program?

Mr Hawkins: There are different components in their relationship with UC. Some of those 25 complete schools would do things like what we call in-school clinics, which the minister described, where year 2 and year 3 UC students will come into the school, work with the teacher, work with their lecturer, develop lesson plans and then work with small groups of students. It is very applied. Rather than having more time in the lecture theatre at UC, they are in our schools, working with students and working with teachers to understand the practicalities of pedagogy and what that would look like. That is happening across the 25 schools.

The full program schools become more involved in the research components that we are doing with the University of Canberra. The first five full program schools this year have all done a teachers as researchers program. That is where they are teaching researchers to conduct research in their classroom: what type of evidence to look for and then how to present that. We had our presentation two or three weeks ago as a conference with our affiliated schools; those schools came and presented the research that they had been conducting. This next wave of five schools will be involved in those teachers as researchers programs this year.

I should add that, whilst that is set up for 25 schools, our relationship with UC goes broader than that. We have a master's scholarship program with UC. Thirty of our teachers went through that program in a funded way last year; another 30 will go through this year. That is available to all our teachers in any of our schools.

THE CHAIR: How do you measure the success of a program like this in our schools? What accountability indicators are in place?

Ms Berry: From the feedback from the beginning teachers and the support that they have had, from the feedback from the affiliated schools and how they participate in this partnership, and also from the students and the feedback they have from being part of helping a teacher learn how to teach.

Mr Hawkins: We have been working closely with the university in looking at what an evaluation framework could look like. We understand that what we are doing is innovative both in Australia and across the world. There is a level of agility to what we are doing. As the minister said, some of that is coming through the anecdotal feedback that we are having on the program already, but we would like to be able to

test the master's levels of qualifications we have across our teacher base more broadly within the territory and test what we are seeing in terms of the experience and confidence of educators that are coming into our school after going through the program. These are all indicators that we are looking at with UC that we could collectively look at. Their view is that they want to look at this as a total research project in itself, because of the level of innovation it brings to teacher practice.

THE CHAIR: So you are in the process of creating an evaluation framework with UC?

Mr Hawkins: Correct.

Ms Berry: We and the university want it to be more than just saying that so many people went through this program. We want to see the outcomes within the school communities and what it means to the teaching profession.

MS LEE: How were the schools chosen for the partnership?

Mr Hawkins: This year?

MS LEE: Yes.

Mr Hawkins: We have worked closely with the schools and school principals to look at levels of engagement. We have done surveys with the schools that are currently involved. We found that the schools that we picked this year are incredibly keen and have recognised within their broader school planning and school community that they want to have that community relationship with UC and they are ready to go into the next component of research. So we have got schools that are actively engaged; they are already engaged in the PCK, the clinic placements; and they are ready to go to the next level of doing research with the university. It is a maturity piece.

MS LEE: Is there a panel or a person who makes the decision? How is that done?

Mr Hawkins: Yes. It is made between UC and the directorate. We have relevant people sit down as a collective group. We involve our director, school improvement, and UC academics within that process. We have looked at the schools—their maturity, where they are at—and had some quite detailed and robust conversations around who we think will be ready to enter that next stage.

MS LEE: Has there been any school that has shown interest but missed out because the director and the UC decided that they were not appropriate? Or was it more of a tap on the shoulder: “We think this is the right school”?

Ms Berry: It is a bit more than a tap on the shoulder, but it also means that the schools who are not officially part of the affiliated schools program still get the benefits of the program from the teachers who get placements in their schools. When they are doing that prac work and trialling, they get to do that not just in the affiliated schools but in a couple of the other schools as well before they begin as new teachers.

Mr Hawkins: Yes. This year, as the minister said, we have included Black Mountain

within our broader mix, because we have seen what they are doing with learning support assistants that are studying at UC and then going to Black Mountain. They may not work in a specialist setting when they, hopefully, come into our system at the end of when they become qualified, but the breadth of understanding they will have of dealing with students with disability benefits the broader system that we have. We can give them quite a good degree of flexibility to work with the program to see what is coming through and how we evolve it in that sense with the partnership with UC.

MS LEE: Does this mean that student teachers who are studying at different institutions from UC are deprived of a place at those schools? Is it exclusive to UC?

Mr Hawkins: No.

Ms Brighton: We can offer prac placements for student teachers from any institution. We take students from ACU, the Australian Catholic University, as well, for example.

MS LEE: That is a prime example, obviously.

Mr Hawkins: And vice versa: some UC students still go into ACT Catholic schools or go over the border into Queanbeyan.

MRS KIKKERT: My questions are in regard to the education committee report into violence and bullying. The report made nine findings and 23 recommendations. The government response was agreement to 12 recommendations, agreement in principle to nine and two noted. Recommendation 9 calls for exemptions to the priority enrolment area policy to ensure that a child can enrol in a learning support unit relevant to the student's need. The minister has only agreed in principle. May I ask why?

Ms Brighton: I will wait for the government response to come up so that we are looking at the same matter. Our enrolment policy already provides a degree of flexibility in placements for students when we need to look at a setting that is most optimal for the student, particularly around wellbeing situations.

We have a policy posture here in Canberra where if parents want their child to go to their local school we are going to try to facilitate that as best we can. When a family needs a small group setting for their child, those small group settings are one option open to families. We have at the moment 57 small group settings throughout the ACT in primary and high schools, and we are continuing to increase the number of schools that can offer those small group settings. At the moment we do not have them in every school but that is our aspiration: that we would get them to that point, yes.

MRS KIKKERT: Recommendation 11 calls for the expansion of the flexible off-site education program. The minister has only agreed to it in principle. Why?

Ms Berry: That is Mullion? Mullion has been a very successful program, giving kids who do not necessarily learn in an ordinary school setting the chance, with some really good professional advice and support, to learn in a different space. That school setting is still being reviewed because it is a different way of doing things. The school principal and the others who are engaged in that school set-up have been working

through it and making sure that it works and provides the best possible learning and education outcomes.

It was something that I asked the Education Directorate to consider when I first got into this role because I wanted to make sure that our kids in our schools got the same chance for a great education regardless of the setting. The agreement in principle is because an expansion to that program is a consideration for budget.

MRS KIKKERT: Recommendation 18 calls for a parent self-reporting portal for incidents relating to bullying. The minister has only agreed in principle, claiming there are processes in place. Given that there clearly are not workable processes in place that parents feel comfortable with, why is there objection to this recommendation?

Ms Brighton: This is agreed in principle because we have recognised that during this journey we can certainly improve how we handle complaints from families. We have been going through a process of redesigning our complaints handling practices. We have been engaging with families and the P&C about what that could look like and what are the areas that we need particularly to focus on, on a range of different things, so that parents can feel heard, can feel comfortable to raise their issues, can tell their story once. Because we are already going through that process of refining and improving our complaints handling process, we think that this is going to lead to a mechanism that is going to enable parents to raise their issues confidently with us.

MS LEE: In that regard—and this also ties in with recommendation 9—I have had a constituent write to me about concerns that their son has been subject to bullying and violence in school and that the two schools where this occurred are in the priority enrolment area. If the directorate is serious about ensuring that our students are feeling safe in the school that they are attending, if this is not a reasonable instance where an exception may be made then what would be? Are the priority enrolment areas applied so rigidly? I am getting a shake of the head from the minister and I understand that that is the intent. If this incident is not a reasonable exception then what would be?

Ms Berry: Whatever incident your person has contacted you on, we could probably discuss that with you outside the committee. No, it is not the intention for priority enrolment areas to be that rigid that, if somebody's child is being bullied and they have not been able to work through an agreement with the school, they could not attend another school. That is not the intention.

That is the process that the directorate works through, and that is the expectation that I have: that the directorate would work through each of those individual circumstances. Every individual circumstance will be unique, and that is why you will have expertise within the directorate and within the NSET teams to be able to work with that family on what a solution might look like.

MS LEE: The feedback that I have received from this constituent is that the directorate has said that this is not a reasonable exception and they will not make an exception. Can I assure this constituent, minister, that it is definitely your view that those circumstances are some of the foreseeable circumstances where that kind of

exception can be made to the priority enrolment area?

Ms Berry: As I said, each issue will be individualised and there will be circumstances that are unique to each situation, but the intention is that the schools provide opportunities for kids and families so that, where it is not working at a school because they have been bullied, they can move. But that might not be the only solution.

I understand that in those circumstances people will be distressed—and it can be quite terrible when you are going through that as a family, and for the school communities as well—but I could not, in your particular situation, say. I would have to talk it through with you, rather than give a commitment to your particular person, because I do not know the circumstances that you are referring to. I could get the directorate to provide some advice on that as well.

Ms Brighton: Ms Lee, if you are happy to furnish that to Ms Berry, we can look at the matter. If parents are seeking to move schools because of a wellbeing issue, we are trying to make sure our communication is really clear about the channels that they can go through to do that. I am sorry that your constituent has felt that they have not been heard. If you are able to look at that, then we will—

MS LEE: That constituent is not the only one. Obviously there have been some constituents who have moved interstate. We do not want that situation. I do not think anyone wants that situation.

Ms Berry: No, and if ever that occurs, as I have said on numerous occasions, if you are contacted by somebody, please put them in touch with my office and then I can follow up with the directorate and ensure that they have the chance to be supported.

MS LEE: This is where I think the review of the communications must come into play. A lot of these constituents who contact us do so as a last resort because they have contacted the directorate.

Ms Brighton: We are looking at, as part of the complaints process improvement that I talked about before in that review, what are the online options available to parents too.

MS LEE: I understand that and that is why I thought it was actually very odd that there was an objection to that, if it is indeed already taking place.

Ms Brighton: If I can just clarify, it was not a “not agreed”. It was agreed in principle because the recommendations proposed a solution and we were working through and consulting with the community about what the options were, what would they like to see, what are their issues about engaging with us.

MS LEE: I think the parents do not know whether “in principle” is a “not accepted”, which is neither here nor there.

MRS KIKKERT: Recommendation 19 is similar to recommendation 18 but for students. In only agreeing in principle, the minister acknowledges that the process needs to be enhanced. How is this work progressing and who in the directorate is

managing it?

Ms Brighton: We have a range of processes in place that give students an opportunity to raise issues, and we have our new school administration system that is capturing incidents that occur at school. We are looking at ways to enhance that. We have our redesign of our complaints process. That is also looking at families and other mechanisms internally, through the work of our occupational violence team, combined with our school improvement group. We are looking overall at how we give a strong representation to student voice and how we enable students to bring forward issues.

Over time, as we have been working with the teaching staff and the school-based staff on raising issues and increasing incident reporting, we are seeing a really strong culture through the workforce that we anticipate also seeing through students. This works together with our possible behaviours for learning work that we have been doing on establishing strong cultures in schools so that students are a part of setting the parameters around what they are expecting from each other, what they are expecting from their teachers and how they work together in building the values of the school.

MRS KIKKERT: Recommendation 22 requests that all teachers and teaching support staff receive specialist training in childhood anxiety and trauma in order to identify and support students—again agreed to only in principle, claiming that teaching staff have access to such training. Do you accept that having access is not the same as all teachers having the training?

Ms Brighton: I will get Ms Seton to talk a bit about what that training looks like. All teachers have access to it. What we try to do in a context where a student cohort have a trauma-based background is make sure that we have training continually available for our workforce. What we are also doing is making sure that, in addition to its being available, we are very targeted about where we think the training needs to be exercised so that staff are well equipped to respond to the needs of the students.

Ms Seton: In terms of the training, I guess there are three different ways we are looking at it. We have training that teachers can choose to access. Some of that is online. Some of it is in person. It is something we have seen a great deal of interest in across our teaching community.

In addition to that, part of the PBL program that we deliver brings in the trauma-informed practice. As we bring in PBL there are components of trauma: what that looks like and how that expresses itself in behaviours. As we move PBL across the system, we will end up with all schools having access to that particular training.

The other time you would see it is perhaps as a control. If the complex case management team are working with a school and they identify that the school community needs that training so that they can understand behaviour and respond appropriately, one of the controls would be the delivery of specific training, usually related directly to the student that they are supporting.

MRS KIKKERT: How much does this training cost? Does the education department

cover the cost for the teachers to participate in it?

Ms Seton: Yes. PBL is covered through the directorate. We have specific senior psychologists who can deliver the training and an online training course that we deliver. That said, some teachers choose to access training outside the directorate, of their own choice.

MS LEE: Is there any mandate or control to ensure that, for example, at every school there will be at least X number of teachers who have this training? If we are just relying on interested teachers nominating to do the training, is there not a danger that there may be a gap?

Ms Seton: As PBL rolls through, that will cover them off.

MS LEE: Sure, but it is not in every school as yet.

Ms Seton: We are also working with the University of Canberra to look at what we are doing in the pre-service space as well.

MRS KIKKERT: What sort of extra training do teachers look for or participate in outside the Education Directorate?

Ms Seton: There are a lot of online training courses that teachers can access. Sometimes there are external conferences too. Trauma and the effects of trauma on the brain are a big topic in education at the moment. There are many conferences that will have specific speakers on that particular topic.

Ms Brighton: The Teacher Quality Institute accredit training, and in their annual report they have a list of accredited training. If teachers want to use the training they are participating in as a contribution towards their TQI-accredited packages then there are a significant number of programs they can access that have already been through the Teacher Quality Institute review in terms of quality of offerings. Mr Bateman can talk more about that if you would like some information. It goes through a fairly rigorous process in terms of research base, quality and execution.

MS LEE: At present, how many schools have had PBL rolled out? Do we have the updated number?

Mr Hawkins: We currently have 57 schools participating in PBL and a program in place for another set of schools to come on next year, and then another set for the following year.

MS LEE: Which should reach the whole cohort?

Mr Hawkins: Yes.

MS LEE: In terms of teachers who are receiving PBL training, is it—

Mr Hawkins: Teachers have received this as part of our schools, but I have not got that exact number. I will have to provide that to you on notice.

MS LEE: Thank you.

Mr Hawkins: In terms of the training that Ms Seton outlined, we have a significant team of allied health providers working directly within education. It is out there providing supports to schools. So in terms of understanding trauma and what it looks like, teachers have a good understanding but we have this allied health support that can swing in to support teachers, because when we find that we have students who are suffering with trauma and have needs for supports and controls, we really need to get the specialists involved in order to make sure that they are getting the right supports.

So we have psychologists. We have occupational therapists. We have speech therapists. We have physiotherapists. We have executive teachers who are trained in and have a good understanding of trauma, to be able to support teachers in schools in terms of managing what they are seeing in behaviours. That can, as Ms Seton said, go to broader professional learning for the totality of the school, if understanding that student's behaviours is useful for that school—and certain triggers and certain ways or controls to deal with it.

Ms Berry: In addition to that and in addition to everything else we ask of our teaching profession, they will be participating in the ACT government's domestic and family violence frontline worker training.

MS LEE: This is the program that is rolling out to the entire public service, yes?

Ms Berry: That also looks at issues around trauma and how people will be acting in different ways because they have been affected by violence.

Mr Matthews: There are a range of angles from which we approach this. We do have some mandatory online learning modules that all staff also undertake. That is done in partnership with the CIT. That includes areas that we have covered today, like work health and safety and occupational violence. Also, things like the reportable conduct scheme and keeping children and young people safe are ones that we have available for all staff at the moment. Then there are additional modules in the areas of domestic and family violence, disability standards, codes of practice for employees, and workplace bullying. So we seek to raise the general awareness of our staff from many different angles. Embedded within each of those modules is an understanding of what it means to be working with a diverse group of children and young people in our schools.

MS LEE: On the psychologists that you referred to, Mr Hawkins, where are we with the rollout of that in terms of making sure that students have access to sufficient numbers of psychologists?

Ms Berry: We talked about this before you came down.

MS LEE: Sorry.

Ms Berry: That is okay. We are in the process of finalising the recruitment of five of the 20 that were committed to by the government, which will give us a total of—

Mr Hawkins: We currently have 76.6 FTE. Five on that would make it 81.6.

MS LEE: Do you know what that is in terms of ratio? There was a ratio that was deemed the most ideal in the cool *Schools for all* report.

Mr Hawkins: I do not have that detail on the ratio here, but I think we have always tried to reflect on that ratio more broadly in recognising that our psychologists are a really important support in schools that sits on top of what we have in terms of youth workers and social workers. Those ratios do not tend to reflect those broader supports that are in place for the students.

MS LEE: Are you able to provide, on notice, that ratio of psychologists and also, separately, the broader network of support?

Mr Hawkins: In terms of a projection of what they would look like? It would need to be next year, but it will also change with student numbers next year.

MS LEE: Absolutely. That is why the ratio is important, as opposed to just a pure number. Would that be all right?

Mr Hawkins: That will be all right.

MS LEE: Thank you. Going on to language education, can you tell me when the language plan will be made public?

Ms Brighton: We are reviewing the delivery of languages at the moment to ensure that language can continue to be delivered effectively across the ACT. We are in the process of finalising that work for advice to government. We anticipate having that advice to government sometime this calendar year.

MS LEE: In that regard, what is the work that you are doing now? Does it involve public consultations? Does it involve research, literature—what is the ambit of the work that you are undertaking?

Mr Hawkins: We have looked at the composition of languages, and there are a range of issues within that. In looking at research and what we currently do, and in terms of what other states and territories do, there are elements that we want to put to the minister regarding things we might be able to do sooner rather than later, and those elements that we think would require some degree of further consultation and consideration. That is mapped out within the paper that we are pulling together in providing that advice for government.

MS LEE: In terms of how it differs from now, what are the key aspects that you are looking at? There must be some questions before you start embarking on saying, “This is what we’re going to do”?

Mr Hawkins: Part of what we have been looking at is language pathways—the ability when a child joins primary school, effectively through to studying that language in high school and college. We have some language maps looking at what that

composition looks like, then lifting that up to a broader territory perspective of what that would look like, and where there might be decisions made around languages in schools that could better influence what those pathways might look like over the longer term.

The more tricky areas of the policy that we would need to consider and provide advice on are elements such as the mandated minutes and the time configuration. We are also very conscious that when the language policy that is currently sitting in the ACT was set—I think it was back in 2013-14—there were eight languages recognised by ACARA; there are now 16 languages recognised by ACARA. There are elements within that on which we have to provide advice to the minister on how we might recommend having a broader consideration of those issues, noting that there will be a range of different views on that.

Ms Berry: In addition to that, of course, there is the workforce.

Mr Hawkins: Indeed. As the minister said—

MS LEE: Do you mean as in the—

Mr Hawkins: The teaching workforce. We went out quite specifically recently looking for language teachers. There is a national shortage of language teachers across the board. It then becomes quite complex to try to match language teachers in certain languages and certain schools, from a recruitment perspective. We know that languages such as Mandarin, Korean and Japanese are on the increase in our schools, but European languages such as Italian, Spanish and German are on the decrease. Finding the right teachers in the right schools and teaching the right languages becomes quite important and quite complex.

Ms Berry: There are a couple of other unique languages that are being offered in ACT schools. There is an Indigenous language program at Belconnen High School. That is the only language program that is offered at that school. There is also an Indigenous language program being developed by BSSS for our college system. It is an exciting opportunity for people in ACT colleges to learn an Indigenous language. That is a unique experience. I congratulate BSSS on the work they have done in this area.

Mr Watson: The course that is being referred to is an interdisciplinary humanities course which has been developed with the United Ngunnawal Elders over the last three years. It has been a partnership between specialised teachers within ACT senior secondary colleges across all sectors, our office, with specialist curriculum developers, and the Ngunnawal. It was my privilege to accredit this course within the last month so that it can be offered for the first time in ACT senior secondary next year.

MRS KIKKERT: Can you table that?

Mr Hawkins: It is a public document, so we can provide the link to you.

MS LEE: Do you have sufficient teachers to be able to deliver this language course?

Mr Watson: I need to clarify that it is a culture and language course, so it is not defined at this stage only as Ngunnawal; it is inclusive of a range of language studies, both in Australia and overseas. In terms of teachers, in consultation with the Ngunnawal, we have agreed that, because of the broad range of humanity subjects that are integrated into the study, there will be a range of teachers who will be able to access this from different directions. It also might mean that more than one teacher, over the period of the two years, will teach different units in the provision of the course to students.

The most important thing to note about the course is that it needs to be taught and developed in a school in conjunction with the Ngunnawal. Schools cannot do it independently of the local community; they have to have a cultural partnership. Therefore, that serves well, in terms of how genuine and how accepted it will be. We are very pleased, obviously, with that particular outcome. We have one school that will initiate teaching it next year. We are hoping for a natural progression over time, as teachers and schools become more comfortable and as students realise the course is available and therefore try to participate in it more.

MS LEE: Was Belconnen high chosen for a reason or did they initiate it? How did that come about?

Ms Berry: Belconnen has a pretty good cohort of Aboriginal and Torres Strait Islander students. The Aboriginal community—students, in fact—wanted to develop a program. The Belconnen High School principal talked about that with the parents and the school community. Everyone agreed that they wanted to have that developed within the school. So it really came from the students; then the school principal acted on that and brought everyone together around a common goal of creating this program.

Ms Brighton: The Board of Senior Secondary Studies accredited program will be offered at one of the senior secondary colleges. Are we in a position to talk about which college is offering it?

Mr Watson: Probably not today.

THE CHAIR: I hope it is in the same enrolment area.

MS LEE: That is part of the pathways, isn't it?

Ms Brighton: Yes. That is our plan over time—that we work on these pathways and that we strengthen ourselves across the system.

MS LEE: This looks very similar to the Canberra Liberals' initiative, so I am very happy to hear it.

Mr Watson: The reason that I would not announce it today is that I have not received the formal application from the school. I am anticipating that in the next week or two. Out of respect, I thought I should wait for that.

Ms Berry: And for the Ngunnawal community as well.

Mr Watson: That is correct.

MRS KIKKERT: Mr Watson, can I please have a look at the handbook? Thank you.

MS LEE: Going back to the teacher workforce that you were referring to earlier, Mr Hawkins, I do not have the question on notice on me, so I do not have the direct quote, but my understanding is that the directorate does not keep records of which language teachers are in individual schools. Is that right? As I said, I do not have the exact answer, but I did ask that as a question on notice and my understanding was that there was not a clear answer as to which schools have what language teachers.

Mr Hawkins: I would have to take that on notice, Ms Lee. It links with Interlink. I can tell you what schools study what language—

MS LEE: We know the schools.

Mr Hawkins: but I would need to clarify how many teachers in that school teach that language. We have language teachers in schools who do not want to teach languages. They may speak a second language but they do not want to teach that language. It is trying to provide that differentiation between teachers who teach the language in that school.

MS LEE: Yes. Isn't it difficult to ascertain the needs and the gaps in the workforce if there is not clear data about where our current talent is in the Education Directorate?

Mr Hawkins: I would not say so. I think we have a good understanding of what languages our schools are teaching and the number of teachers that we need in terms of our forward planning. We know where there are currently gaps and where we need to recruit, and we have gone out actively to recruit into those areas. Often complexities come when it comes to things like maternity leave or long service leave, or when people take unexpected leave, in being able to provide those degrees of coverage more broadly across the system

MS LEE: You mentioned earlier that there is a national shortage of language teachers at the moment.

Mr Hawkins: Correct.

MS LEE: What is the directorate looking at to try to recruit or at least draw them to the ACT?

Ms Brighton: There are a couple of dimensions to this. First, we are working on a workforce plan to make sure that we are planning for our future workforce needs to keep pace with the growth that we are expecting in our system. Those future workforce needs go to everything from language teachers right the way through to specialist teachers in science, maths and disability ed.

The issue of language teachers and disability teachers is a conversation happening at the national level. There is a body of work called the national teacher workforce data initiative that has been looking at the data held about the teaching profession and the

future needs of the teaching profession. That work is still maturing. We were briefed a couple of months ago as to its status and got a line of sight as to what the data was making available.

But we are not waiting for that work. We are actively recruiting language teachers, and the work that we will shortly provide to government about language pathways will give us insight into future needs. Once the new whole-of-government human resources management information system is in place, that will give us better access to our workforce data. Over time, we will get to a point where the specialty information available on teachers will be available to us more readily and we will not be in a position where we are having to manually pull information together.

MS LEE: I think everyone will remember the issue that occurred in Narrabundah College with the proposed cut to the Indonesian language course. I know that that has been reversed. This might need to be taken on notice, but over the past year are there any schools that have been required to drop a language, for whatever reason?

Ms Brighton: I do not have that information to hand, but we could take that on notice.

MS LEE: Yes, take that on notice. Can I ask for the past three years? I just want to see a pattern if there is anything.

Ms Brighton: Sure.

MS LEE: I appreciate that. There was mention about some of the language growth areas, especially in the Asian languages, moving away from the European languages. Does the directorate have any intention to try to recruit qualified language teachers from those countries? Are you looking at an international recruitment drive or is it purely within the domestic market?

Ms Brighton: We have a number of language assistants from other countries who come in and support the delivery and learning of culture and languages in schools and work with qualified teachers to do that. As part of this languages work and as part of our workforce plan that we are developing, if we need to go to other markets to secure qualified teachers, that is what we will do. But as we are partnering with the University of Canberra and as jurisdictions are getting clearer about the workforce future needs, we can do a lot more work with the university sector about the combined degree qualifications that will go a long way to meeting Australia's future needs.

MS LEE: The directorate has a very strong relationship with UC because of the teaching cohort, but is any work being done at the moment with ANU, for example? They have a very strong language program, especially through the Asian languages college.

Mr Hawkins: We do in that we look at an extension program for our students. In my understanding, it was unfortunate that there were students from UC who were unable to study languages within the ANU. UC has approached that to try to look to international markets in terms of what might exist to try to build that strength up. It is one of the areas where we would like to have further follow-up conversations with the ANU. It is a real shame that students have to go internationally and cannot pick up

those languages locally.

Ms Brighton: The other dimension to this is that once we have done our work around our workforce planning, we will be engaging with the Teacher Quality Institute. They do a lot of work with the teacher education providers about expectations of quality and focus. As we finish our workforce planning work, we will engage with the Teacher Quality Institute and get some advice from them. They are engaging very regularly with the universities.

MS LEE: You mentioned earlier—I think it was you, Ms Brighton—that the director is working on something to take to the minister and the government by the end of this calendar year. That was in relation to languages, wasn't it?

Ms Brighton: That is languages.

MS LEE: Minister, when do we expect to get a public unveiling of the plan?

Ms Berry: When the government has considered it. It is also embedded in the future of education strategy, so it is work that will continue. School teaching recruitment for any specialist or teaching profession does not have an end date; that will continue to be rolled out as part of the future of education strategy. We will have a look at that, check where the national work is up to, and then go from there.

THE CHAIR: I was hoping for some status updates on some projects in Gungahlin. I was wondering how the Neville Bonner project was going.

Mr Matthews: I can start off on that. The government has allocated funding for a new permanent building at Neville Bonner school. Obviously the school has had lots of enrolment demand and we have put in a range of really high quality infrastructure there, both in terms of fixed and also transportable infrastructure, and also made sure that we preserved a good amount of outdoor and recreation spaces. I acknowledge the school community today and over recent years for how they have engaged in that growth period and worked with the directorate to make sure that we can provide that high quality infrastructure but in a way which minimises the impact on children's learning.

The current project that you are referring to is coming out of the ground. There is development application approval for it. A builder has been engaged and it is due to be available in 2020.

THE CHAIR: For term 1?

Mr Matthews: We are aiming to deliver it for day one, term 1, but obviously any construction schedule has got some degree of variables with it. But we are pretty confident that we will land very close to the beginning of that year.

THE CHAIR: Gold Creek?

Mr Matthews: It is the same situation really. We are well into procurement activities with the Gold Creek junior school, which I am sure you are referring to. It is the same

situation there. The school has got a range of fixed and flexible infrastructure and we are looking at building permanent infrastructure there. We are well into that project and the construction schedule there. We have done all our site preparations. We have cleared the site. We have engaged the builder. Construction has commenced and we are on track to deliver that for the beginning of next school year.

THE CHAIR: A more forward-looking one, Franklin Early Childhood School?

Mr Matthews: We are on a roll here. Where we are we up to with Franklin is that there has been quite significant consultation, which goes back to an earlier question about how we engage school communities in these kinds of extensions. Obviously over a number of years now there has been engagement between the government, various different ministers and the local school community and the school board about the extension of Franklin to a P-6 school and the funding has been allocated to achieve that.

Since that decision was made we have installed a range of, again, really high quality, transportable classrooms to allow the year 3 cohort to continue through 2019 and to make sure that there can be a smooth pathway for all the current cohorts of Franklin. Since that time we have also been engaging quite extensively with the school community about the design of the school expansion, and I think that it is fair to say that there is a high level of support and engagement around the design that we are proposing. We are getting ready to commence construction on that project. The time frame for that is mid-2021, the expected delivery time frame for the Franklin school.

THE CHAIR: I know that this is a very recent announcement but how goes the planning for the east Gungahlin high school?

Mr Matthews: Planning has commenced for that, for both site identification and also preliminary design work. We have engaged in master planning work around the form of the school in east Gungahlin and have been undertaking a range of due diligence and site assessments to facilitate that school. It is due to commence operation in 2023. As you say, it is still very early in the lifecycle of that project but we are on our bike and we are doing a lot of the necessary works to be able to meet that time frame and that community need.

THE CHAIR: Do you actually have the site identified yet? You do not announce it. Do you have somewhere sited that you want to build it?

Mr Matthews: We are still working through the final confirmation of the school site. And that is subject to the due diligence work that I have described to you today. We obviously have a very close eye on the need to provide sufficient high school spaces for high school students in east Gungahlin and we are confident that we will be able to meet that need.

THE CHAIR: And how goes planning for Throsby Primary School?

Mr Matthews: Very well, as well. Again, we have commenced our tender process for the builder for Throsby. We go through a two-stage process generally for our major projects: an expression of interest phase and then a shortlisting phase where we

engage with normally two proponents, where they are supported to do some more detailed design work and site investigation if required. We are at that particular stage with that project. We have shortlisted builders and we are now into that second phase. Then at the end of that phase we do another assessment of the proposal with some finalised costings. And then we make a final decision and award a contract to a builder.

THE CHAIR: I am not sure if it is called this but the scoping study for a new college on the northside? It is called a research study or whatever it is called.

Mr Matthews: My colleague will be able to assist with that.

Ms Berry: You will have seen in the government's infrastructure plan a whole lot of infrastructure planning for the future years which includes education as well.

Mr Gotts: As we have been going through these examples, the planning horizon for them has been getting out further and further. The one that you are talking about is for the planning horizons out further than that. The considerations now are exactly that, scoping studies for what is the likely need. Where are the students coming from? What are the range of alternatives where you might site such a college? What are the pluses and minuses of different parts of the northern side of the ACT? It is at that stage of planning basically.

THE CHAIR: Do you know when you expect the scoping study to be concluded?

Mr Gotts: I have not got a date off the top of my head but I can take that on notice.

THE CHAIR: That would be wonderful.

MRS KIKKERT: Gungahlin College have had issues with their air conditioner in the past. Has that been fixed or is it going to be fixed if there is still an issue there?

Ms Berry: There has been a lot of work at Gungahlin College. Gungahlin College was initially and still is a green star, I think, accredited building. It was designed in a way where air could be circulated from cooler parts of the building to the warmer parts of the building to keep them cool. And mostly that works. But on lots of days of extreme temperature, which of course our country is experiencing due to the effects of climate change, we have had to do some work on that school to make sure that it is a comfortable work environment and learning environment for our students. Do you have some detail?

Ms Brighton: Yes. That work has been concluded. The government invested in a recalibration of the cooling systems and mechanisms at the college. That was done in the order of 12 months ago—last year.

MRS KIKKERT: In regard to the School Education Advisory Committee's *Safe and supportive schools final report*, why were the terms of reference so narrow that a wider investigation could not be conducted?

Ms Berry: That committee was able to investigate all manner of things. I do not have

it in front of me.

MS LEE: But they were given terms of reference under which they—

Ms Berry: They were given terms of reference, the same as the committee was as well. But it was that they would be able to investigate or call witnesses on whatever they thought was necessary to conduct their deliberations.

MS LEE: Within the ambit of the terms of reference?

THE CHAIR: I feel like this questioning might run for a substantial amount of time. Why do we not take a break? We will resume on this question.

Hearing suspended from 3.26 to 3.46 pm.

MRS KIKKERT: Following up those lines of questions before the break, what additional information has this five-month investigation provided to the directorate, schools and parents?

Ms Brighton: The minister's advisory committee provided the minister with advice about opportunities to strengthen safe and supportive school culture. The information that came back looked at the policy against other education jurisdictions and national practice, and it highlighted areas that we needed to continue to strengthen and grow. The positive behaviours for learning was a key component of that.

It identified that there was not a systemic issue in schools, but it did highlight that, having regard to the work that we have been doing over the past couple of years to strengthen culture in schools, to make sure our teachers are well equipped in schools, to make sure that students have a strong voice, we should continue to cultivate and strengthen that. We have taken that report and we have integrated the reflections of that report into our planning for next year. There is a strong alignment between what the advisory committee had said and what the government had already said to us through the future of education strategy. We are integrating that into our work for 2020.

MS LEE: If, as you say, there was a strong correlation between what the report stated and what the government is already doing, do you think that it was still worthwhile?

Ms Berry: Yes.

MS LEE: In what way? What are the new learnings? I think that was at the heart of Mrs Kikkert's questions, and we did not really get to what the new learnings might have been.

Ms Berry: It did also align with the committee's report to the Assembly. It was affirming what the government is doing. That is a positive message.

MS LEE: Was that its intention?

Ms Berry: No. Its intention was outlined in its terms of reference: that it would look

at the programs that the government had been implementing, at whether or not they were working, and, if there were gaps in those programs, the government would address them.

MS LEE: Just before the break there was a discussion about the limitation of the ambit of the terms of reference. I think it was you, minister, who said the committee was open to looking at anything and everything.

Ms Berry: Yes. The terms of reference, from the very first sentence, were very clear regarding what the committee was asked to look at. They went on to ask them to look specifically at a few other items as well. In the first sentence of the very first paragraph, it referred to opportunities for strengthening safe and supportive school cultures in every ACT government school. How they looked into that was up to the committee. The committee were also asked to provide advice on whether or not they wanted more included in the terms of reference and consultation on it before it was formally presented and acted on. That was all part of the make-up of the terms of reference as well.

MS LEE: In looking at that, when you say that it was up to the committee and it was open to looking at anything and everything, would you still say that that was the case, given that—and this is an exact quote from the government response:

The Advisory Committee was asked to review current policies, procedures and processes, with a focus on the Positive Behaviours for Learning ... framework and other specific interventions that support the implementation of the Safe and Supportive Schools Policy in ACT public schools.

That is a pretty narrow scope, wouldn't you say?

Ms Berry: I think you need to read the whole terms of reference and the roles and functions of the whole review.

MS LEE: And if you look at the whole—

Ms Berry: Of course, if the committee had wanted to look at something else, it was up to them to look at whatever they wanted to investigate in our schools.

MS LEE: Was that something you made clear to them?

Ms Berry: Yes, absolutely. I said it in my statements as well.

MS LEE: As you say, if you look at the broader terms of the entire terms of reference, there are a number of references to “the policy”—that is, the current, existing policy.

Ms Berry: Yes, but the committee was made up of some pretty eminent Canberrans—

MS LEE: No-one doubts that.

Ms Berry: and they were consulted on the make-up of the terms of reference and

where the committee was going to go in its investigations of what the government was implementing, and whether or not there needed to be improvements. They have recommended those improvements as well, through their report to the government, and the government has responded to them.

MS LEE: Ms Brighton also just confirmed—it was also contained in the government response—all the observations, as I think they were referred to in the final report, that the government is already undertaking. What are some of the new learnings, going back to Mrs Kikkert’s original questions?

Ms Brighton: The report reiterated that cultural change and systemic reform take time, patience and refinement, as well as identification of risk and response to that risk. One of the things we have learnt through that is that we need to make sure that we continue to invest in deep embedding or the fidelity of implementation to make sure that the intent of policy is able to be realised, and realised in a systemic way so that it is not dependent on staff at the school. When staff change over, we want to make sure that school culture is maintained.

There were a number of necessary levers available to us, but the report highlighted that there were opportunities for us to enhance, modify or expedite some of those levers. The committee’s advice to the minister, and the reflection to the minister, highlighted areas that they thought the government should really expedite. That is what has been factored into our planning for next year.

MS LEE: Can you give an example of one of the factors that is being expedited as a direct result of the report?

Ms Brighton: The positive behaviours for learning framework is a component. We have been on a journey for some years. We have recognised that it takes several years to implement deeply and well in schools. The committee’s reflection was that, when implemented with great fidelity, it has a significant impact on school culture and, as a result of that, student behaviour, and that we needed to expedite the expansion of that work.

MS LEE: Has there been any other assessment done of the effectiveness of PBL from the schools that have had it, starting in, I think, 2016?

Ms Berry: Certainly, the evidence of the success of the program has been identified nationally and internationally. We are still going through the implementation and culture change in our ACT government schools, and that reviewing and assessment will continue.

Ms Brighton: We also have a case study of one of the primary schools that have implemented it deeply and have been able to maintain the effectiveness of that implementation over a number of years. That case study is available on our website. It was the Dunlop school. It has certainly been profiled in some of the media. They were one of our earlier schools to work with us on the adoption of the framework and what it looks like as it is applied in that context. Through that deep implementation they saw a decrease in the number of incidents, they saw a culture emerging amongst students where students would talk to each other and be clear with each other about

expectations. There was a common view across the community from parents, students and staff.

We know that we have the results locally so that, when it is implemented deeply and well, it is very effective. Part of the observations of the committee, and the work that we need to continue to do, is to ensure that this is so well impacted that when I have a principal who retires, things do not change in the school and it is built upon.

MS LEE: In terms of PBL being expedited as a result of this report, what was the original time frame in which to roll out PBL to the other schools and what is it now, as an expedited rollout?

Ms Brighton: I believe that the minister is coming back in November with an implementation plan around PBL. We have been working incrementally. We have not put a detailed schedule in place. We are giving advice to the minister about what that schedule can look like now. The government has invested in the PBL as part of the future of education strategy. There was funding in this year's budget for us to continue to invest and strengthen the investment in that.

MS LEE: In terms of PBL coaches, the report highlighted that there were four. Is that sufficient for the number of ACT government schools that are going to roll this out?

Ms Brighton: The investment that the government has put into the rollout will mean that we can invest more heavily in the implementation and with the number of schools. I think Mr Hawkins said there were 51.

MS LEE: 57.

Ms Brighton: Fifty-seven schools. We are continuing to make sure that, in addition to the coaches, we have a range of other people available for support. The investment that the government has provided will be going into ensuring that we can meet the needs of schools.

MRS KIKKERT: In your response you quoted some observations that the committee had made—for example, that all schools need to specifically teach social skills and strategies to support children and young people to build resilience, and that schools need to be able to identify when a child needs additional support. Such observations are, with respect, hardly groundbreaking. Your response to those observations was to confirm that the government would continue the ongoing implementation of PBL. Was this report just an exercise to try to convince parents that you were actively concerned and actively responding to their concerns?

Ms Berry: No, I think it was more than that. That has been clearly articulated in the report to the Assembly and the government's response to that.

MS LEE: One of the observations that was made, which I did not see a government response to either in the written response or in any speech that the minister has given, was a concern that the committee observed about the inadequate support to work with our Aboriginal and Torres Strait Islander communities. Why was there no formal response from the government on that observation? Was that on purpose; was that a—

Ms Berry: We can answer that for you, Ms Lee. We can respond to that. You do not need to continue commenting on it.

Ms Brighton: I can pull up the reference, Ms Lee. This piece of work was really important. Parents felt heard. Students felt heard. They had an opportunity to speak to the committee.

With the advice that the minister has received from her committee, where those individuals have articulated their concerns and articulated what is working, our role is to make sure that we are hearing that and responding to that. That is what I have said when I have talked before about trying to integrate that to strengthen the work that we do and re-gear it where we need to.

We have heard the messaging about the positive behaviours for learning. The government has invested in that. We are recruiting new coaches at the moment. All of that is part of the package of making sure that the community are confident in the public education system and that we continue to learn and grow from that.

MS LEE: Thank you for confirming that. It was just a repetition of what you have said previously. It did not really go to answering my specific question, which was a concern that the committee raised about the lack of support in dealing with Aboriginal and Torres Strait Islander communities. There seems to be nothing in response from the government.

Ms Berry: There is work that the Education Directorate has been doing over the last 12 months and more, around cultural integrity within our schools, across all the education workforce. That has been a really great and deep process of work with our school communities to ensure a really clear understanding of, particularly, Aboriginal history in this country and what it means for Aboriginal people and their families and how the Education Directorate can support them better. That is the kind of work that has been happening over the last 12 months.

Ms Brighton: Ms Lee, I have just found the reference in the report. The minister has outlined the work we have been doing on cultural integrity. That work has really come from the feedback we have had from families and students. What that has looked like is that we have invested in not only the corporate executive but also principals, deputy principals and executive teachers around what strong cultural integrity looks like in our school system. That has looked like deep immersion into cultural integrity. It has been very challenging for all of us to go through this journey of understanding what we did not know, of where we were ignorant of history and where we were ignorant of culture.

That whole journey is about making us culturally stronger so that our Aboriginal and Torres Strait Islander students and their families feel connected to school, feel confident at school and feel respected at school. In each of our schools there is a different pace of the journey. Bonython Primary School this year has done an inquiry unit as part of its learning across its entire school about acknowledging country. That culminated with an exhibition at Tuggeranong Arts Centre. It is just one example of the depth we are starting to see and the maturing of the understanding of cultures and

history in this jurisdiction. Even this afternoon there is on-country experience for our staff, getting them to understand more deeply and further what cultural integrity looks like in this jurisdiction. I am sorry I was non-specific in my answer, but now I have seen the context.

MS LEE: Apologies, but I think the context has still been missed. That was a good summary of the cultural integrity initiatives that are happening currently within the Education Directorate and across the school system, but the question I asked referenced a specific observation that was made by this committee looking at the work and issues within these terms of reference—that is, some of the violence issues that we have been concerned about. The specific observation has been made by the committee that there is a lack of support for Aboriginal and Torres Strait Islander communities. There does not seem to be a response from the government on this issue.

Ms Berry: The government, as Ms Brighton has articulated, has been doing a significant amount of work in this space to engage with the Aboriginal and Torres Strait Islander community, working with representatives on the elected body on how we can continue to improve support for Aboriginal and Torres Strait Islander families. We just gave an example before this committee of where student-led action was taken to inform the school to make—

MS LEE: That was not as a direct result of this report, though.

Ms Berry: No, because it was work that was already occurring. I think it needs to be recognised that there is work happening in our schools. We know there is always more work to do with regard to Aboriginal people, given that they are continuing to feel the effects of white people arriving in this country, taking their children and removing opportunities for them. They are not having equal chances for every child. We have recognised that. I gave a speech on it in the Assembly in our response to the Aboriginal and Torres Strait Islander report *We don't shoot our wounded*. We in the Education Directorate and across government have committed to working with the Aboriginal and Torres Strait Islander community, particularly in Ngunnawal, on how we can make sure that our schools, as communities, can better support families in the ACT and give them an equal chance at a greater life.

MS LEE: I do not think anyone disagrees with that sentiment. But what I am saying is in regard to the response to the specific concern that was raised. If you can point me to where it is in the government response, that would be great. If not—

Ms Berry: I think it is because, with the committee's report, where observations were made in the body of the report and not as a particular recommendation, the government has not responded to a particular observation or recommendation—

MS LEE: But this entire final report has no recommendations. Everything is an observation.

Ms Berry: Yes, and the observations that were made did not include a reference for the government to respond to a particular recommendation.

MS LEE: But none of the observations had a reference for the government to respond.

What I am getting at is that if you are trying to say that the directorate is already doing its work, you have said that on a number of the other aspects, so I am wondering why on this specific observation there was no response.

Ms Berry: You are referring to page 27 of the report, I think, where there was a statement made in the body of the report—

MS LEE: I can find the observation. What I cannot find is the government response to it.

Ms Berry: Where is the observation that you are referring to? I can see a paragraph written into the report—

MS LEE: That was raised, yes.

Mr Matthews: It may be helpful to raise a specific reference in the actual SEAC report. Then we can make sure we directly address that.

MS LEE: I can go through it now.

MRS KIKKERT: Is the suspension, transfer or exclusion policy publicly available? Has its release been highlighted to parents?

Ms Berry: Yes, it was made publicly available.

MRS KIKKERT: The committee made comments about cyber safety and suggested that schools should continue to teach students about the appropriate use of technology, including having more opportunities for time away from devices. Does this conflict with your desire to have learning largely available through Chromebooks?

Ms Berry: No, not at all. This is the world that we are living in where electronic devices, phones and Chromebooks are used every day. Many are before us at the committee here today. What the Education Directorate does, through our schools, is to talk about providing kids, students and families with the information they need to be good global citizens on their devices.

Mr Hawkins: I will supplement what the minister is saying. We try to look at how technology works in the broader sense of the classroom. It does not mean that it takes over in the classroom. We still use books and a range of other stationery, as part of the broader sense of teaching.

What we have read, from the element in the report, is: how do we further strengthen that? How do we make sure that our students are getting advice on e-safety, and what are we doing in that space? How do we make sure that we are having conversations with students around how to use devices safely, and what does that look like in a behavioural sense? We need to be able to start talking about what respect looks like, both in the playground, physically, and in the digital environment. How do we treat each other, in the same way that we would expect students to behave in the playground or together, online? How do we do that in a safe and engaging way? What we read from the report was, “You’re doing some good work in this space, but it’s

something you should further strengthen and look to do more on.”

MRS KIKKERT: It has been brought to my attention that a couple of school students have been watching Netflix on their Chromebooks inside their classroom. How is the Education Directorate addressing that?

Mr Hawkins: We have a range of security settings that sit both at the Chromebook level and at the network level. That should not be technically possible. But if we find that there are cases where that is taking place, and there are some elements we have found of people trying to find ways of circumventing the system, we look to deal with those from a security perspective as quickly as possible.

MRS KIKKERT: How do you do that? How do students get away from all of that security and be able to watch Netflix during a classroom lesson? How is that monitored?

Ms Berry: It turns out that some of our students are incredibly clever, and keeping ahead of them, as an education system, is always a challenge in any jurisdiction. The expertise that we have in the education system is constantly monitoring and getting on top of that.

THE CHAIR: You mentioned some of the ways that you would try to stop someone watching Netflix. You mentioned the device or the network. Which one are you trying to stop someone watching Netflix on? Is it the network?

Mr Hawkins: Typically, if you walk into a school with a Chromebook at the moment, you cannot look at Netflix.

THE CHAIR: Why?

Mr Hawkins: Because of the settings that we have around it.

THE CHAIR: On the Chromebook or on the network?

Mr Hawkins: On both. There are elements that we do in terms of the configuration controls that we set and put in place in the Chromebook, and the user using that Chromebook. And there are controls that we would have that are set across our network layer. As we manage that as a system, there are further controls as well.

MRS KIKKERT: Do you have a system that sets off an alarm when a student breaches that security?

Mr Hawkins: Not an alarm, but we have systems. Typically, if people try to access an inappropriate site, that will be rejected within their browser, to start with. Where we see a breach of security, which we find out about through the various sweeps and security checks that we do, we can follow up with individual students or schools where people have tried to breach security settings.

MRS KIKKERT: How often do you do those checks?

Mr Hawkins: There is a range of checks that we do. Some are evening or nightly checks, and there are some broader security checks that we do. There are tests that go into auditing what we are seeing across our system on a monthly basis.

MRS KIKKERT: If a school is aware that students are accessing Netflix, can you focus on that particular school's network and how many students have actually breached the security?

Mr Hawkins: Correct, yes. Let us say that it took place and I do not know the details of that case; we can go in straightaway to that school and investigate what is going on. We can look at what the browser histories of individuals are. We can look at what has been looked at over our network system. We can go in and do investigations to find out what has happened in that space that has allowed that to happen.

MRS KIKKERT: Have teachers or principals approached you in that regard: that kids are breaching security?

Mr Hawkins: I look after all of the schools. I have not heard of Netflix being looked at on Chromebooks. Part of what we have to recognise is that we also have students with phones and other devices. This is actually around how we help to engage our students to engage with technology and what is and is not appropriate within the classroom. How do we tackle this broader behavioural perspective so that, when you come into the classroom, whether it is your Chromebook or your phone, you engage with learning, and what is and is not acceptable? That is why positive behaviours for learning are so important. When we talk about those values and behaviours at a school, and the way that you are treated in Mr Hawkins's classroom compared to Ms Berry's classroom, for the students it needs to be exactly the same. It needs to be about what those expectations are and what that looks like.

MS LEE: Can I go back to a line of questioning that we had earlier? Mr Matthews asked for the reference, and the minister was right; it is on page 27. Specifically, it said:

SEAC heard that school staff, including principals, have not always necessarily been well-trained or supported to work with Aboriginal and Torres Strait Islander communities ...

Ms Berry: The government has responded to the observations but not to comments made in the body of the report. That does not mean to say that the Education Directorate are not doing work in that space, or have not read it, acknowledged it and are doing work to improve it.

Mr Matthews: Indeed, it might be worth mentioning, because these are annual report hearings, that there are several pages in the annual report about the strategies that the directorate is implementing around Aboriginal and Torres Strait Islander cultural awareness.

MS LEE: I have no doubt about that. That was a specific question that I asked in relation to this. Just to make it clear for the public, the government's formal response to this report is just to the observations that were made, that are in the boxes?

Ms Berry: The same as the government made to the committee’s report; it had 23 recommendations and the government responded, in its formal response, to those recommendations but not to commentary that was in the report.

MS LEE: It is only because these are termed “observations”.

Ms Berry: We have not provided a paragraph by paragraph, or sentence by sentence, response to these reports, or any reports. As I said that is not to say that the government is not acting on the work that has been identified through this report, or indeed the work and other activities that need to take place in any recommendations made to government, across the whole government but particularly within our schools.

MS LEE: Recently there has been some concern raised about casuals, the number of casual staff employed in the Education Directorate, especially for quite a lengthy period of time. What is the government’s response in relation to those concerns that have been raised?

Ms Berry: A couple of things have occurred. The Education Directorate has offered employment to close to 200 temporary and casual employees. I am not sure of the exact number; Mr Matthews might have that. We are continuing work on the education workforce in our schools to ensure that we have the appropriate number of staff and that those staff are employed on ongoing engagements. Mr Matthews might have a little bit more detail since the last time we spoke.

Mr Matthews: The government has a policy framework around insecure work which is across government and involves dialogue with relevant unions. Through that dialogue between government and unions, there has been a range of discussions around insecure work and supporting, wherever possible, permanent work across the ACT government service.

In the case of the education portfolio, we have a range of different classes of workers that we employ: obviously teachers, also learning assistants, administrative staff and the like. We have been working very methodically through all of our temporary staff, as part of our recruitment activities for 2020. We are seeking to stabilise the employment and offer permanent employment to all temporary staff who are eligible, as part of our recruitment for 2020. That has been a significant body of work. As the minister referred to, some additional offers, around 200 offers to date, have been made to temporary teachers of permanent employment for 2020.

We have other classes of work. We have the casual workforce. Their workforce composition varies considerably, from people that are retired, essentially, and are keen to do some occasional work in the directorate, to people who are working in multiple sectors or in multiple jobs. The next stage of work for us will be to work through our casual employees and to identify which of those are eligible for offers of permanent work. We will be doing that from next year.

THE CHAIR: What do you mean when you say “eligible for”? Are they currently employed in a pattern of work that is suitable for more secure work?

Mr Matthews: Yes. Obviously, we are complying with the guidelines in the enterprise agreement around offers of permanent employment and the eligibility arrangements for employment in the ACT public service. Also, it relies on vacancies being available. Sometimes people are in positions which are non-ongoing or are backfill arrangements. The nature of employment is very complex and varies from job to job and environments. That is what we are working towards. I would like to be very clear that the intent is, wherever possible, to offer permanent and ongoing work to staff.

Ms Efthymiades: In addition the offer is, in a sense, an opportunity that is offered to the employee, but they may not wish to take it up, for whatever other life reasons there might be. In fact many of our long-term casual employees opt for that because it works for their life balance. Casual arrangements are more fluid and that suits their settings. So there is the opportunity and the offer, but there is no obligation on their part to take it up.

MS LEE: You might have to take this on notice, because I am asking for a lot of figures here: the 200 offers that were made, over what period was that?

Mr Matthews: This is a current process that is ongoing. That is a to-date figure. We will be able to give complete figures early in 2020, after we work through the status of all current temporary employees.

MS LEE: How many employees are currently casual in the classification? Do you have that figure?

Mr Matthews: In our annual report, in the pay period at the end of June 2019, the headcount was 939 casual staff.

MS LEE: Compared to how many permanent?

Mr Matthews: The annual report figures are 4,967 permanent, 1,124 temporary and 939 casual staff. That is the headcount as of June 2019. Just to clarify, the temporary figure is 1,224.

Ms Berry: It is in the annual report.

Mr Matthews: Yes, it is in the annual report.

MS LEE: I wanted to put it in context in terms of the number of casuals who are sitting at more than a year. Do you have that breakdown?

Mr Matthews: I think I have that breakdown for you. I do not have the figure of those that are plus 12 months. We can try to get that for you during the hearing.

MS LEE: Yes, if you can get that for me on notice, that would be great. Acknowledging that, for whatever reason, there are some people who do not choose to take that up, do you also have a breakdown of the figure for offers made and rejected, if that makes sense?

Mr Matthews: It is an ongoing process, Ms Lee, as I said. Basically, we are working through our temporary staff, as we speak, essentially, making offers. As Ms Efthymiades said, some will be accepted and some will not be, for a range of reasons. It is a real-time report, so I cannot give you that information. I would prefer to give you that information once we have been able to complete that process for this year.

MS LEE: Okay. I want to clarify this: am I right in saying that what you said earlier was essentially that any casual staff member who wishes to have a permanent role will be offered one?

Mr Matthews: I was quite careful in saying, Ms Lee, that we are working through the policy framework that has been established by government, which is to look at all temporary and casual employees, to look at their status, to confirm their eligibility for employment and to make offers of employment. We started that process by working through temporary teachers and looking at their current status, making contact with them. As I said to date we have made 200 offers of permanent employment to people in that cohort.

MS LEE: There has been a recent, quite public recruitment drive from the ACT Education Directorate. Is that part of that recruitment drive or is it separate? These are additional teachers?

Mr Matthews: We have a growing system, and it is fantastic that public education is growing in the ACT. Every year we have the need for additional teachers. Earlier in the hearing there was reference to quite a competitive national market around teachers. We want to be an employer of choice. That also goes to the comments my colleague Mr Hawkins made before about our links with universities, about how we are supporting new educators. I also mention our enterprise bargaining agreement offering very attractive salary and conditions.

It is fair to say that if there are any teachers out there listening, we are open for business and we are really keen to talk to any teacher anywhere in Australia who wants to work for public schools in Canberra. We think we are a great place to work. We think there are great career opportunities. We will continue to recruit to make sure that we have the right number of high-quality teachers in our system.

MS LEE: Do you have a breakdown of the levels you are recruiting in? Is it executive teachers? Is it entry-level teachers?

Mr Matthews: We do have a breakdown by different employment classes, but I do not have that available for you today.

MS LEE: Can you take that on notice?

Mr Matthews: Yes.

THE CHAIR: I have a couple of questions about learning gains. Is NAPLAN a good measure to try to capture learning gains?

Ms Berry: I am very glad you have asked this question, Mr Pettersson, because it is always a good opportunity to explain the story of NAPLAN, that it is a fairly narrow focus on narrow criteria. It provides one very small piece of the story of a child's education.

Ms Efthymiades: Building on the minister's introduction, learning gain is one of the better ways we can use NAPLAN. We all know it has limitations. But we know that as a system it can help us to understand where we have areas of the greatest need, for example, our equity issue. At the system level, that is useful.

At the individual item level for students, again, as the minister says, it is on a narrow scope, but the information, student by student, item by item, can help to inform learning programs. At that level we can see where we get the benefit from it in the context that it is a part of the curriculum, not the whole of the school or school success.

THE CHAIR: The point I am going to is that NAPLAN goes from years 3 to 9.

Ms Efthymiades: Three, five, seven, nine, yes.

THE CHAIR: How do you measure the learning gain in colleges, or do you?

Mr Gotts: We do not measure the learning gain from year 9 to college in the same way, obviously, because there is not a year 11 NAPLAN or a year 12 NAPLAN. Progress is measured differently. It is measured principally by attainment, and the attainment that is achieved at the end of year 12.

THE CHAIR: As in the ATAR score?

Mr Gotts: Yes, and other attainment.

THE CHAIR: Is there some way to connect that data, how someone has progressed through school, and link them to their ATAR result? Is that how you attempt to measure it?

Mr Gotts: No. I am not saying it is not possible to do that but it would be a very complex statistical exercise and I am not sure how useful it would be.

Ms Berry: One of the measures that we use on happy, successful learners in college is the longitudinal survey that we talked about earlier, which is what happens when—

Mr Gotts: The focus shifts to outcomes, basically.

THE CHAIR: If your reporting in the annual report from learning gains is limited to just NAPLAN, which only covers a certain section of the learning experience, is it worth considering a different measure?

Ms Berry: There is currently a review being conducted of NAPLAN by Queensland, Victoria, us and New South Wales. That leads on from the review that the ACT government led on the harmful parts of NAPLAN and whether or not they

should be removed, around the reporting; the whole kind of palaver around it. That work is continuing. There have already been a number of conversations with directorates, state and territory ministers and other stakeholders about NAPLAN: what it could look like, what it could possibly be evolved to, whether it is useful or not, whether it needs to change, what needs to happen as a bigger story. In addition to that work that we are all doing, there is the work that ACARA is doing on formative assessment.

There is big national work happening around what is actually telling us a story of a child's learning through the years. Is it providing the kind of rich data that teachers need to be able to make those assessments on what a child's additional supports need to be? What is the information that parents need about their child's education to help them to understand what is happening from day to day, from the start of the year to the end of the year, and throughout each year?

Everybody is still trying to understand what would be the best thing now. NAPLAN has been around for 10 years. Has it been useful? Has it done what it was proposed to do in the first place? My view has always been that it provided some information. It was late, but it would provide some information to teachers. Moving online means that that data is presented sooner. With respect to whether or not it needs to be on a league table that identifies students and schools in a way that disadvantages them and does not tell the whole story of their learning experience, my position has always been that that is not useful.

Mr Gotts: There are international tests that are done at regular intervals that provide another basis of comparison as to how systems and countries are performing.

THE CHAIR: They are normally for the younger cohorts, though.

Mr Gotts: They range from primary school up to year 10, so there are different tests that range from different ages. Equally, there is a national project underway under the aegis of the Education Council which is looking at long-term data on post-school outcomes, to provide a more complete picture of the progression from school to later life outcomes so that that that can be better understood. But the focus is on the outcomes that are achieved past school.

THE CHAIR: Going to the report, the measures that I could pick out included completion rates for year 12, vocational qualifications achieved and the ATAR spread.

Mr Gotts: Yes.

THE CHAIR: With the things that you were talking about there, with longitudinal studies, I am not sure how well you could compress those down to provide fuller data about how our colleges are performing.

Ms Brighton: Mr Pettersson, the other component of this is student engagement; connectedness with school. Our climate survey, which is one of the measures we report on in the annual report, talks about students' engagement with the school. We know that engagement is a key part of student connectedness and student wellness, which is a very strong contributor to student outcomes.

We do report on that at a high level in the annual report, in terms of student satisfaction, staff satisfaction and parent satisfaction. That is not just, “Did you have a good time at school?” Actually, it is a far deeper survey than that instrument, to give us a really good insight. At a system level, I know that we report in the broad, but we have been doing a lot of work. With our reviews of schools that we have been undertaking annually over the past few years, we do roughly 20 or so reviews each year. That showed us, and with the advice coming back, that we need to do a lot more work with schools about using data and understanding data.

Through the work around school improvement and under the future of education empowering learning professionals plan, the government has invested quite heavily in a body of work around multiple sources of data. That is about teachers and school leaders understanding what data is available, and how to use that data to inform the teaching practice in classrooms to know where the student is at today and where they need to go.

This year we have seen through the review of schools a maturing of our understanding of how to apply that in practice. That is really encouraging. What we need to do next year is to go deeper and further. It is not just about big datasets like NAPLAN. That is only a component of the story. The most important dataset is the dataset that the school has that they collect locally that they then interrogate, understand and feed into the learning structure.

MS LEE: The Assembly committee inquiry into standardised testing made some observations and there was some concern about the ACT’s performance. Whilst acknowledging that NAPLAN is not the be-all and end-all—I think everyone is in agreement with that—what work has the government been doing to look into the concerns that have been raised not just by the Assembly committee but by various other experts who have written in the area, including some of the concerns raised by the Auditor-General?

Ms Brighton: I will ask Mr Huxley if he can address that.

Mr Huxley: We have been doing a lot of work around principal capability, school leadership capability at the principal level, deputy principal level and school leader C level. What we know is that teacher quality has a significant impact on student outcomes, and teachers learn best from being at school, having strong leadership engaged in assessing the impact that they are having on student outcomes, and getting regular feedback from good school leadership teams who are providing advice on how they are impacting students and how to make the necessary adjustments to the curriculum and their pedagogical practice to make sure that those benefits multiply.

Our challenge is to make sure that that happens across as many schools as possible and as many classrooms as possible. We have been investing in that leadership capability, especially around how to provide good feedback. We want every teacher to be receiving good, strong, quality feedback as part of their regular practice. We have been working with our school leaders on how to provide strong, quality feedback to enhance teacher practice.

That feedback is based on evidence and data—how they are using the big datasets like NAPLAN, for example—and translating that into everyday practice in the classroom. They will look at things like student performance data, how they have been going in response to formative assessments and observations that are happening in the classroom, as well as national tests when they come along. They will also then look at demographic information about the student cohort: their background, diversity, gender and a whole range of other variables. EAL/D also might be a factor in their observations.

They will then have a look at perception data. How engaged do the students feel? How do they feel about their learning? What is happening in the class? Then they will look at their practices and processes: if we are doing these things in the class and we are looking at all that data, what impact is it having on the students?

That is quite a precise process. It is a real skill that educators value and it is something that we have been prioritising. We need that if we are really going to see the uptick in improvements and performance that is clearly where the focus has been for us. It is backed by international research and in response to some of the issues that we have been aware of and that have also been raised externally and internally for us.

MS LEE: Are you able to table a reference to the international research?

Mr Huxley: Absolutely.

MS LEE: Concerns about performance in the ACT were raised a couple of years ago. That has been raised publicly for a while. Has this work that you are undertaking in investing in school leadership been going on since then or is this something new that has been happening recently?

Mr Huxley: It has been going for about two years now in terms of the initial work around evidence and data. We scaled it up last year through the minister's announcement on the empowered learning professionals leadership plan. That was bringing all those components together and investing in the leadership capability across all of our schools. It has been implemented, but scaled and grown over the past two years.

MS LEE: Is it something that you would expect to see in the forward years; the NAPLAN results or other standardised testing results where we would expect to see an improvement?

Mr Huxley: We are already seeing some early impact in the work that has been happening. NAPLAN is quite a lag indicator and happens only every two years in a child's life, but we have seen really positive strong feedback from participants in the programs.

We have also had the school review which was independently conducted by the Australian Council for Educational Research and are starting to see an uplift in the areas that we are focusing on. With the use of evidence and data at a whole-school level, we are beginning to understand with more precision the needs of the students at that school.

The challenge for us as we move forward is to continue to embed that reflective practice, the feedback for our teachers, so that we are going from the whole-school level down into every classroom. It is encouraging. We have targeted those areas; we are getting independent feedback that they are seeing and observing that practice strengthening in our schools. We would intend to see an uplift in those lag indicators over time.

MS LEE: In addition to the international research that you referred to, what role does the research that was done domestically—the ANU paper, the institute paper and the Auditor-General’s report—play in informing government policy and direction?

Mr Huxley: We have been very mindful of all of those. We are obviously very mindful of the internal work that we have done—I would refer to Mr Gotts in terms of the specific internal work that was commissioned—which was then supplemented by the broader public dialogue and input from others. This response has been in regard to that. We then sought to find what is the best practice from that, locally, nationally and internationally.

The real strength of what we are doing is empowering our teachers and our school leaders to assess the impact they are having. That is where we want to be focused. They will be able to see what is working for them; they will be able to share that with their colleagues. It is informed by international, national and local best practice. How we scale that across and between our schools, making sure that best practice is occurring in more classrooms, is the work in front of us.

MS LEE: You said that you have started to see some early results that are lifting up. Is that publicly available? Is there somewhere we can access it?

Mr Huxley: There is reference to one of the programs that has been part of that work in the annual report. That is the early years literacy initiative.

MS LEE: Have you got a page reference?

Mr Huxley: Page 35. The early years literacy initiative has had a really strong focus on an area of need for us: making sure that early in their interactions with our schools—of course, literacy is a priority—we address issues around equity and those students being given every chance to succeed. I am just wondering how much detail you want about that initiative and whether to call others up.

MS LEE: While we are on the early years literacy, in terms of students who have dyslexia, what effort is being made to ensure that they are assessed appropriately and given the appropriate support that they need?

Ms Berry: This is exactly the work that the early years literacy work has been focused on, ensuring that every child, regardless of how they learn, gets the chance to be supported and provided with all of the different kinds of supports that they need in the classroom. Obviously, importantly, it is about the teacher having the right tools and the expertise to be able to support every student in the classroom.

Ms Hamilton: The early years literacy project targets both classroom teachers and school leaders and it is designed to build their knowledge and their skills and capability in literacy instruction. The 10 essential practices are the fundamental basis for the program. The 10 essential practices that every child every day in every classroom should have experience of include very specific and explicit targeted teaching around phonics, chronological awareness and phonemic awareness.

Part of that is constant assessment, tracking and monitoring of student progress so that teachers not only have capability around teaching very explicitly, but also they are constantly tracking students so that if concerns were there or student progress was not there, teachers would be constantly monitoring that, and, on top of that, they could receive additional supports.

MS LEE: In terms of the initiative itself, with the schools that were chosen, what were the criteria that were rolled out?

Ms Hamilton: The initiative has been running for about three years, and about 50 schools have taken part in that. We have looked at their PIPS data, which is the performance indicators in primary schools program. That is growth in kindergarten. We have looked at how schools have been tracking that. We have also looked at their PIPS to NAPLAN growth. We have also taken into account—a bit like Mr Huxley talked about, with a holistic approach to that data—teaching profiles in a school. Perhaps there are a number of early educators that want support. We also looked at leadership capacity, and school data about reading benchmarks and what the schools were telling us. It was a fairly thorough analysis of what was happening in a school and targeting those schools initially.

MS LEE: Is there a plan to continue to roll that out to all schools?

Ms Hamilton: Yes.

MS LEE: That is the plan?

Ms Hamilton: Yes. As I said, 50 schools have engaged in that and next year we will continue to offer that program. There are some universal offerings. All teachers and school leaders can access professional learning, and we have some targeted schools where our schools can work with their executive and leadership teams around coaching sessions and demonstration lessons. The school improvement team and instructional mentors also work to deliver that program and provide support in schools in a really targeted way.

MS LEE: There has been some concern within the dyslexia community about perhaps a need for phonics testing more broadly. Is that something that is being explored at all?

Ms Berry: No, this program has been designed to support every child, regardless of how they learn, and to support the teacher in providing that expert training so that they can provide that extra training in the classroom. What I have seen as part of this program, when I have visited schools that have implemented it, is that, from the start of the year in kindergarten when they do the first assessment to the end of the year in

kindergarten when they do the final assessment and identify where different individuals might need that extra support, this program means that the teacher in the classroom learns a whole different way of teaching that supports every child. It changes the way that the teaching profession can identify children, and works with the whole classroom on a different way of doing that kind of phonics instruction in early years literacy.

Ms Hamilton: It is not a blanket approach to phonics. It is a more individual and personalised approach, but it is definitely explicitly part of the everyday program. We acknowledge the importance of phonics in a child's ability to learn to read, as long as it is done in a balanced literacy program that includes other key components of reading, such as comprehension, vocabulary and phonological awareness. They are all important components in becoming a successful reader, and it needs to be done with the notion that reading is for meaning. We would not overemphasise the focus on phonics. We are very fortunate in the ACT that our PIPS testing provides us with a really close lens on what occurs in that kindergarten program, and that pre and post testing ensures that we are seeing whether there is growth for every student.

MS LEE: My final question will probably be for the minister. You mentioned, minister, the review that is happening with NAPLAN across the various jurisdictions. Do you have a time frame for that in terms of update and completion?

Ms Berry: That is a good question. It has only just started. I suggest it would not be finalised until next year. The report on the review into the NAPLAN reporting has been released. It is part of this review that is being done by a few state and territory ministers, as part of this broader NAPLAN review.

THE CHAIR: Thank you, minister and officials, for being with us today. As per the standing orders, responses to questions taken on notice are due five days after receipt of the uncorrected proof transcript. Members have five days from today to submit additional questions. The committee's hearing is now adjourned.

The committee adjourned at 4.46 pm.